

SIXTH SEMI-ANNUAL REPORT

ON

SCHOOLS FOR FREEDMEN,

JULY 1, 1868.

BY

J. W. ALVORD

GEN. SUPT. SCHOOLS, BUREAU REFUGEES, FREEDMEN AND ABANDONED LANDS.

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SUPERINTENDENT'S REPORT.

WAR DEPARTMENT, BUREAU OF REFUGEES,
FREEDMEN, AND ABANDONED LANDS,
OFFICE GENERAL SUPERINTENDENT SCHOOLS,
Washington, D. C., July 1, 1868.

GENERAL: I have the honor of transmitting to you my sixth semi-annual report on schools of refugees and freedmen for the six months ending July 1, 1868.

This period has been marked by a peculiar and unprecedented history. All the States south, except Texas, have been occupied with the work of reconstruction, in which every class of loyal men participated.

The colored population were permitted for the first time to act in public affairs and consider grave questions, which, for themselves and posterity, had to be settled for all future time. Leading minds among them were fully occupied, and as the popular elections came on every male adult was summoned to the polls under strange and novel excitement.

Opposition to reconstruction, especially to the negro vote, intensified this excitement, and for a considerable period the freedmen's attention was turned away from their schools. The funds also which they possessed, and which had previously been spent for their children, became invested in the political canvass. Thus the means of education, as well as time and attention, were for awhile diminished, and the school interests greatly suffered. The general effect, however, was very desirable. This period proved a universal school of thought and debate, especially of important, practical action, and all classes of the colored people were benefited by it. More new ideas were obtained and character developed, and light thrown over the dark masses—lifting the lowest from ignorance, and all to a higher manhood—during this exciting time, than in all their previous lives. Freedom at first illumined only a chaos of ignorance. It was followed by this period of construction, when crude elements were reduced to system, and a new order of things appeared.

All the general results have also been auspicious. The constitutions adopted make provision for universal education; offices have been filled, and legislators chosen, with constant regard to this one great subject.

The public discussion of a permanent school system, to be cherished and superintended by the State itself, in which all children are to have equal privileges, suggested new ideas to the white people while it gave the freedmen a higher view of learning, and guaranteed its attainment.

Parents, while these discussions were going on, began to visit the schools with great interest. Examinations and exhibitions at the close of the term were never before so well attended. Even those hitherto prejudiced and leading men who had heard the negroes' education vehemently argued for or against came to ascertain the truth, and went away confounded, if not delighted, with what they had seen.

Meanwhile the associations of the north pressed forward with a liberality and zeal hardly expected, certainly not promised, when the year commenced.

Teachers were untiring; the higher and model schools exhibited good example; normal classes and training schools began to send forth grad-

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uated pupils. School-houses in large numbers and of better model were erected in all the districts; local friends were unexpectedly found, or former enemies changed to patrons; and this bureau, with largely increased expenditure, and with its comprehensive plans, has moved steadily onward.

We are therefore happy to report that, notwithstanding events so prejudicial, obstacles apparently insurmountable, and opposition in many quarters increasing in virulence, the schools during the whole year, even as to numbers, have more than held their own, and in attainment and efficiency have advanced in many respects more rapidly than during any other six months of their history.

Whatever the specific form finally adopted by the southern States as to their educational interests, the certainty of some public system is settled in them all. This system promises to be of the very highest order, embodying the best principles, methods, and latest improvements of the loyal States; not indeed compensating for the rebellion, but in advance of anything preceding, and which will aid largely in recovering from its ruins. We may add, a system which these schools for refugees and freed-men have had a prominent part in originating, and in which they will hereafter hold a conspicuous position.

The educational statistics of the seventeen States or districts in which this bureau has acted are given on pp. 6 and 7.

The consolidated table shows the official number of day and night schools for the last six months ending July 1, 1868, to have been 1,831; teachers, 2,291; pupils, 104,327.

Of these schools 1,325 were sustained wholly or in part by the freed-men, and they owned 518 of the buildings in which schools were held. This bureau furnished 720 buildings for school purposes.

Five hundred and thirty-nine of the above schools were graded, including 33 of *high* or *normal* grade.

Of the teachers 1,305 were white and 990 colored; 215 of whom have received transportation from this bureau.

The average attendance of the pupils has been 78,402, or over 75 per cent. of the whole number enrolled. Tuition has been paid by 32,675 of them, amounting in the aggregate to \$95,860 84, or a fraction over \$2 93 each.

There were also officially reported 1,009 Sabbath schools, with 4,738 teachers and 89,466 pupils; and 46 industrial schools with 1,873 pupils.

If to all these officially reported schools and pupils we add those "within the knowledge of the superintendents, but not regularly reported," the aggregate will be:

Schools of all kinds	4,026
Pupils in same	241,819

This showing gives an increase since our report of January, 1868, of—	
Schools	942
Pupils	52,302

And an increase for the corresponding six months of 1867 of—

Schools	351
Pupils	5,298

Thus it will be seen, as predicted in our last report, that the schools and pupils have not only held their own, but have exceeded in numbers the maximum of any previous period in their history.

The advancement of the pupils into higher studies, as compared with the corresponding six months of 1867, will be seen by the following:

JULY, 1868.

Advanced readers	39,578
Geography	31,213
Arithmetic	48,268
Writing	46,113
Higher branches	5,712

JULY, 1867.

Advanced readers	33,368
Geography	23,957
Arithmetic	40,454
Writing	42,879
Higher branches	4,661

Making an increase of 6,210 advanced readers; 7,256 in geography; 7,814 in arithmetic; 3,234 in writing; and 1,051 in higher branches.

Amount of expenditure by this bureau for school purposes from January 1 to June 30, 1868, has been \$514,253 04. This includes \$110,808 65, as reported by the State superintendents.

The amount expended by this bureau for the support of schools during the year ending July 1, 1868, is as follows:

From refugees and freedmen's fund	\$97,430 65
From school fund	33,855 30
From appropriation fund	811,237 71
	<hr/>
	942,523 66
By benevolent societies, churches, and individuals, (estimated)	700,000 00
By freedmen, (estimated)	360,000 00
	<hr/>
Total	2,002,523 66

We give the detailed condition of the schools in the several districts mainly in the language of the superintendents.

Consolidated school report to Bureau of Refugees, Freedmen, and

	Delaware.	Maryland.	District of Columbia.	Virginia.	North Carolina.	South Carolina.	Georgia.
Schools—Day	28	92	114	234	183	61	106
Night	3	24	34	40	50	1	26
Total	31	116	148	274	233	62	132
Teachers—White	10	41	144	202	118	108	127
Colored	21	92	67	151	133	40	47
Total	31	133	211	353	251	148	174
No. pupils enrol'd (both } Male ..	695	2,282	4,159	8,036	6,129	3,667	4,035
day and night schools) } Female	462	2,376	3,474	8,384	6,477	4,233	4,507
Total	1,157	5,258	7,633	16,420	12,606	7,900	8,542
No. pupils enrolled last report ..	958	4,898	4,583	12,450	10,220	6,743	6,080
No. graded schools	21	69	66	98	40	20	53
No. grades	3	3	3	3	2	3	4
Average attendance	804	3,947	5,682	11,816	9,078	6,106	6,708
No. pupils paying tuition	1,120	3,952	1,916	3,960	3,183	516	3,452
No. white pupils		3	34	664	139	28	22
No. always present	610	2,380	3,399	7,421	6,215	3,313	3,898
No. always punctual	490	2,402	2,500	7,631	5,905	3,851	4,090
No. over 16 years of age	367	1,228	1,895	3,091	2,831	1,028	1,367
No. in alphabet	138	353	566	1,397	1,036	1,348	1,560
No. spell and read easy lessons ..	515	1,954	4,701	7,532	5,310	2,897	4,592
No. advanced readers	388	2,256	2,422	6,750	4,043	4,107	2,366
No. geography	257	1,502	3,418	6,214	2,952	2,602	2,361
No. arithmetic	501	2,924	4,701	7,877	4,455	4,810	3,102
No. higher branches	25	447	405	754	571	342	253
No. writing	495	2,798	3,931	8,240	5,000	4,418	3,573
No. needle-work	36	519	279	716	498	421	177
No. free before the war	967	2,690	1,279	1,831	808	251	209
No. Sabbath schools	17	38	35	132	169	42	80
No. teachers in same	105	257		1,124	791		502
No. pupils in same	1,006	2,364	2,904	11,989	12,318	3,670	15,141
No. day or night schools not regularly reported	4	18	31	10	109	451	
Teachers—White		3	21	4	28	20	
Colored	4	18	20	4	88	35	
Total	4	21	41	8	116	55	
Estimated number pupils	120	648	1,118	288	3,829	5,000	
No. Sabbath schools not regularly reported	5	16	6	32	77	60	
Teachers—White	10	15		50	41	50	
Colored	20	70		120	246	130	
Total	38	85		170	287	180	
Estimated number pupils	547	1,200	488	2,500	4,803	9,000	
No. industrial schools	2	17	6	5	1		3
No. pupils in same	23	418	412	370	121		184
No. high or normal schools	2	3	6	4	2	1	1
No. pupils in same	95	184	333	194	55	30	38
Amount of tuition paid by freedmen	\$1,912 40	\$9,368 13	\$4,305 00	\$8,688 11	\$10,732 45	\$3,369 66	\$5,595 69
Amount of expense by bureau for six months	30 00	66 64	22,978 44	1,981 81	27,869 95	3,800 00	1,401 00
Total cost of support of schools by all parties	7,140 00	21,203 39	58,811 26	69,159 32	56,282 40	40,000 00	
No. schools sustained by freedmen	2	24	5	77	71	8	45
No. schools sustained in part by freedmen	24	71	99	67	81	27	62
No. teachers transported by bureau	11	35	10	11	17		7
No. school buildings owned by freedmen	14	81	26	71	89	7	37
No. school buildings furnished by bureau	12	20	60	103	89	32	17

Abandoned Lands, for the six months ending July 1, 1868.

Florida.	Alabama.	Mississippi.	Louisiana.	Texas.	Arkansas.	Tennessee.	Kentucky.	Missouri and Kansas.	Total.
27 15	59 19	98 29	132 33	33 8	17 1	136 22	155 17	29 5	1,504 327
42	78	127	165	41	18	158	172	34	1,831
23 21	67 28	83 45	114 71	25 12	27 6	126 57	36 148	54 51	1,305 990
44	95	128	185	37	33	183	184	105	2,295
882 1,000	1,917 2,123	2,840 3,413	4,329 3,830	792 926	592 700	4,890 5,280	3,691 4,394	1,696 1,516	51,232 53,095
1,882	4,040	6,253	8,159	1,718	1,292	10,170	8,085	3,212	104,327
3,085 4 3	4,435 19 4	3,896 4 4	7,191 24 3	1,131 2 2	1,006 2 3	6,172 48 4	6,493 69 3	2,537	81,878 539 1 to 4
1,369 335 62	3,147 1,919 18	4,826 1,416 51	6,765 2,461 27	1,476 1,040 1	1,025 552 10	7,308 2,249 11	6,136 4,343 76	2,209 261 5	73,402 32,675 1,151
1,047 997 272	2,259 2,371 645	3,887 3,602 1,010	6,055 5,899 584	1,257 1,164 275	719 1,118 205	4,688 5,067 1,600	5,167 4,509 1,427	1,439 1,420 686	53,754 53,016 18,511
182 1,003 593	494 1,973 1,592	778 2,710 2,596	1,418 3,429 2,724	174 598 793	171 711 483	1,439 4,307 4,390	974 3,544 2,446	557 1,223 1,629	12,585 46,999 39,578
415 778 43	1,147 1,771 375	1,527 4,184 237	2,374 3,226 413	402 727 160	326 653 47	2,768 4,389 661	1,750 2,775 484	1,198 1,395 495	31,213 48,268 5,712
899 88 32	1,618 35 76	2,309 128 64	2,996 74 68	859 14	657 43 19	3,825 254 257	2,775 119 399	1,720 60 42	46,113 3,447 9,066
23 116	42 202	80	52 154	26	17 76	91 545	143 695	22 171	1,009 4,738
1,446	4,658	7,468	3,007	1,994	1,647	9,153	8,552	2,119	89,466
12	6	7	60	35	9	20	6	26	804
1 16	10 4	11 1	37 51	30 14	4 6	5 15	1 5	15 25	190 306
17	14	12	88	44	10	20	6	40	496
300	275	500	2,586	886	245	600	104	950	17,449
10	50	5	46	13	9	6	1	.....	336
30 15	31 50	30 23	24 92	10 22	11 18	..... .....	1 2	..... .....	303 816
45	81	53	116	32	29	.....	3	.....	1,119
275 2	3,858	900	3,780	875	435 1	..... 8	43 1	..... .....	28,704 46
.....	4	2	.....	.....	135	200	10	.....	1,873
.....	294	413	.....	.....	.....	6	2	.....	33
.....	.....	.....	.....	.....	.....	139	528	.....	2,303
\$379 25	\$3,206 56	\$3,996 20	\$23,923 00	\$1,629 42	\$1,944 04	\$6,570 73	\$10,240 20	.....	\$95,860 84
420 00	2,097 73	8,701 19	3,454 99	4,100 56	469 10	18,741 76	12,712 00	\$1,983 48	110,808 65
.....	6,463 72	6,022 95	27,378 99	5,729 98	6,165 40	46,625 73	24,798 70	3,866 50	379,648 34
10	22	7	84	30	6	26	41	.....	458
11	48	86	74	15	12	56	117	17	867
13	20	20	2	1	8	44	14	2	215
15	13	17	20	17	4	56	51	.....	518
4	36	54	61	11	10	87	114	10	720

DISTRICT OF COLUMBIA, WEST VIRGINIA, AND PORTION OF MARYLAND.

Brevet Brigadier General C. H. Howard, assistant commissioner; Rev. John Kimball, superintendent of education.

For January the superintendent reports:

That the whole number of schools in this department is 149; teachers, 209; scholars, 8,131; showing an increase of 2,684 over the number reported in December.

Thirteen teachers report an average attendance of 90 per cent., and over.

There are six industrial schools; number of scholars enrolled, 375; number of garments made and repaired, 3,105.

Normal and preparatory schools.—Of such schools there are five now in operation in this District.

The normal and preparatory department of the Howard University, located on Seventh street, near Washington city boundary, numbers 55 pupils; average attendance 43. Of these, 29 are over 16 years of age; seven of the pupils are white. Very many of the pupils are children of free people of the District; some of them are intending to take a collegiate course, and some will no doubt become teachers. There is a class in Latin, and a class well advanced in arithmetic.

The National Theological Institute and University, located at No. 70 Louisiana avenue in this city, numbers 60 pupils; average attendance 35. This is an excellent day school for adults, is well taught and well patronized.

The Wayland Seminary, on I street, between Nineteenth and Twentieth streets, numbers 28 pupils; average attendance 25; 26 are over 16 years of age; 11 are studying history; six moral philosophy; one is in natural philosophy, and three are in Latin. A lecture is delivered each day in "theology or some kindred science." Many of the students are looking forward to the ministry.

The Washington Educational Institute, corner of Twenty-second and I streets, numbers 79 pupils; average attendance 47, all of whom are over 16 years of age. This school is under the supervision of Rev. E. Turney, D. D.

He says:

A number of the students are pastors of churches and occupy other positions which prevent their constant attendance. They prosecute studies assigned them during a portion of their time at their homes. They study English grammar, composition, elocution, ancient history and geography, the scriptures, parts of theology, &c. The majority of the students are accommodated with rooms in the building where the school is held.

The Female Collegiate Institute, (so called,) also at corner 22d and I streets, numbers 64 pupils; average attendance 36, all of whom are over 16 years of age. Dr. Turney, who superintends the institute, reports that it embraces two schools, a primary and an advanced school. The former is under the instruction of the teachers who reside in the building. The latter is taught in reading, spelling, geography, arithmetic, English grammar and composition, also algebra, with lessons in geometry."

Maryland and West Virginia.—Very slow progress is being made toward completing the school-houses which are being erected in Maryland and West Virginia. The weather is unfavorable, and the people naturally dilatory. When houses are completed great difficulty is found in securing teachers. One teacher writes, "there is much drunkenness among both whites and blacks." I have sent the "Manual of the Vanguard of Freedom" to every teacher in this department, and have requested them to organize divisions of the same.

The colored people have many ways to earn money. They live in comfortable houses and are well clothed. All the freedmen here could have homes of their own if they would save the money they earn. Land is cheap.

In March the superintendent says:

I have spent one week in Jefferson and Berkley counties, West Virginia, and Washington county, Maryland. The Storer school, at Harper's Ferry, is well managed by Mrs. Smith, the principal, and her assistant.

School commissioners.—Nothing has been done, as the cause requires, by the school commissioners of Harper's Ferry for the education of colored children. Legal proceedings were instituted against them, and an adverse verdict was so certain that they promised to do their duty if these proceedings could be stayed. The sub-assistant commissioner has refused their request, believing that the effect of a decision of this case by the judge will be beneficial in other places.

At Martinsburg an excellent school is taught in a very poor building, but their fine new school house will soon be completed and occupied.

The teacher at Charlestown is obliged to board with a colored family, as there is no white family in town willing to endure the "disgrace of boarding the teacher of a nigger school."

She nevertheless bravely perseveres in her work, and has one of the most promising schools in this district.

At Hagerstown and Clear Spring I held meetings with the colored people and urged them to build school-houses, which are very much needed, their schools now being in basements of churches. At the meeting in Hagerstown over \$200 were subscribed. An excellent lot has been given by a white lady, and if the people will agree to work together a good house will be erected this season.

At Williamsport a school has been in operation for two years in a colored church. The people are building a new church, and propose giving up the old one for a school-house. I promised that the bureau would aid them in making needed repairs.

The school board in Washington county have acted very fairly with the colored schools. The president of the board informed me that he had not only paid what the law allows for these schools, but that he had exceeded that amount. He had publicly advertised his action, and that no one had made objection.

In no other county of Maryland have I succeeded in obtaining for the colored schools the amount of school tax due under the new Maryland law, as paid by the colored people themselves.

For April a falling off in attendance is reported, owing mainly to the discontinuance of nearly half the night schools, and in some degree to a number of the older pupils being called out to service. Thirty-nine teachers report temperance societies, with an aggregate of 1,383 members.

The trustees of colored schools for Washington and Georgetown have hired money and paid their teachers up to the present time.

I have visited the schools in this district during the month and find them generally in a prosperous condition. Most of the teachers are capable and interested in their work; the scholars are regular in attendance, and are learning to study as well as to recite. The very bad, wet weather, has prevented my visiting the schools in the country as much as is desirable; but the reports from the teachers, and from our officers, show that in most places an excellent work is going on.

The industrial school at Freedmen's Village, in charge of Miss Heacock, has 101 pupils enrolled, and 1,250 articles of clothing were made.

Miss Carter's school reports 70 pupils enrolled, 15 garments made, 38 hats sewed, 200 yards of fabric braided, patchwork done, &c.

Industrial schools.—An industrial society, in connection with the Sabbath school at Wisewell barracks, has been carried on by the voluntary efforts of the lady teachers of that school. It has done much not only to instruct in the use of the needle, but also to clothe and draw into the Sabbath and day schools the poor families of the whole neighborhood. The bureau furnished a work-room and fuel; but other supplies came, in answer to personal solicitation, from friends at the north, who also donated ready-made garments suitable for the inclement season. The colored children under the instruction of this society made with their own hands about 950 garments, in general with surprising neatness; and the ladies have distributed in all 1,950 garments, estimated in cost value at over \$1,600. No aid in material or work was received from the bureau. All has been voluntarily bestowed. The influence of this society has been of the most satisfactory kind, and its pupils are constantly increasing in numbers. The lady officers have personally visited the homes of the poor and given relief to many suffering people during the cold weather. All the teachers have been very faithful and efficient. There has also been a decided improvement in the sewing and deportment of the scholars, which gives the teachers much pleasure in their work. A substantial building is needed for their use, and to accommodate the large Sabbath school for which they labor.

In May industrial schools are reported by the superintendent as follows:

The total number of day and night schools reported in May was 122; teachers 146, of whom 100 are white and 46 colored; number of scholars, 6,145. There are also in operation 13 schools not reported, having 15 teachers and 420 scholars, making the whole number of schools in this department 135; scholars, 6,565, showing a decrease of 1,195 as compared with the report for April.

Two new schools were opened this month; one at Forestville, Prince George county, Maryland, and the other at Romney, West Virginia.

Nineteen teachers report an average attendance of 90 per cent. and over, and 1,148 pupils are reported as belonging to temperance societies.

Phonographic school.—Mr. William Bartlett submits the following report of his phonographic night schools, corner Seventeenth and I streets, and at the C street school-house, Capitol Hill.

"At the former place I had 32 scholars, (mostly colored,) for a course of 20 lessons, commencing January 8, two lessons per week, and two hours at each lesson. This class commenced Pitman's Manual of Phonography, and went through with it. About 20 of them took a second course, reviewing the manual, and taking up the Phonographic Reader, going through with that, enabling them to read very readily any good phonographic writing or printing.

"The class of 12 on Capitol Hill took a course of 20 lessons, going through the Manual, reading its most difficult lessons with ease and accuracy."

I have spent 10 days with General C. H. Howard in visiting a part of the schools in West Virginia and Maryland, going as far as Parkersburg, on the Ohio river. We addressed six large evening meetings, and visited and examined six schools.

Our visit caused the school board at Martinsburg and Charlestown to go to work upon their long unfinished school-houses, and to promise that they shall be completed immediately. The school officers in West Virginia need to be visited often, and urged to the performance of their duties. In some places they are timid, in others they are negligent. At Parkersburg nothing has been done toward building a suitable house, but the trustees promised, if we would aid to the amount of \$500, that they would put up a good building this summer. Although it is an unusually large sum, I recommend that it be granted, with the condition that they build a large, commodious brick house. At Fairmont and Clarksburg they promise to build good houses this summer. Already we have aided them to the amount of \$2,000 at Clarksburg, and assured them we will give a like sum at Fairmont.

Some excuse for the delay in building the above school-houses is found in the lack of skilled labor. At Clarksburg I found a greater variety of colored skilled labor than in any other place.

Our meetings were generally well attended by the whites as well as the colored. At Hagerstown both a judge and lawyer were present and took part in the meeting. At Martinsburg the meeting was held in the largest public hall in the place, which was donated by its owner for the purpose. Several white ladies were there, also the president of the school board and Judge Hall, and other influential citizens. At Cumberland, the nearest white neighbors to the school-house were present, and seemed to be among the best friends of the school. At Fairmont, Rev. W. R. White, the State superintendent of schools, welcomed us. Our meeting was held on Sabbath afternoon. The four ministers of the place were present, and Governor Pierpoint made one of the addresses.

Mr. J. S. Littlefield, teacher at Hagerstown, states that the committee selected by Captain Brubaker have raised \$200 among the white citizens of that place, and they have the assurance that if the house is to be erected nearly as much more will be donated.

It is not necessary to say that those white friends who attended our meetings, and are willing to aid in our work, do not represent the larger part of the white community in any place. At Charlestown we received a note from the Ku-klux Klan. Not a white family can be found there willing to board the excellent lady teachers, and generally white teachers are obliged to live entirely apart from their own race.

At Frostburg, the gentleman teacher has been frequently threatened with violence. Various notes have been received ordering him to leave town, but another party of whites encourage him to stay. He has found a home there with a Welsh family.

Interest of colored people.—The colored people manifest a great interest in our visits. They readily come together and listen attentively to what we say. We arrived at Cumberland a day before the time expected, but in two hours we were addressing a crowded assembly. They were called by the colored drum band.

The teacher at Hagerstown writes "that the colored people manifest more interest in school matters now than ever before." Very few of them have homes of their own. They need to be encouraged to save their money, and avoid bad habits. Too many of them are addicted to the very immoderate use of tobacco and whiskey.

The schools of the New England Friends in this city closed with the month. They have been well instructed throughout the year, as the examinations at the close abundantly proved.

Five new schools are reported in June at the following places, viz: Nanjemoy, Budd's Ferry and Pisgah, Charles county, and Milestone and White Pine, St. Mary's county, Maryland.

Fourteen teachers report an average attendance of 90 per cent. and over; and 1,240 pupils are reported as belonging to temperance societies.

Nearly all the schools have closed with this month, and most of them with public examinations. In the cities of Washington and Georgetown the examinations have continued through nearly the entire month.

Report of examining committee.—The examining committee say:

There has been a marked advance during the past year over the previous year. The new school-houses and furniture are a great improvement, and the appearance of the children as

they occupy the commodious and well arranged buildings is in gratifying contrast with the filth and inconvenience of former times. Four hundred and seventy-four of the children were especially commended for neatness at the close of the term.

The schools have been more perfectly graded, similar studies being pursued in all schools of similar grade. There has been more system in the management of the schools. A large attendance of the parents and friends was present at the examinations, and the scholars and teachers generally acquitted themselves well. Recitations in geography were especially good. Map drawing has been introduced successfully. Generally the arithmetic classes were good. Much attention has been given to the normal sounds of the letters of the alphabet, which the scholars learn and give very readily. Some fine specimens of writing were exhibited, and 248 pupils were commended for improvement in this art. Declamations and compositions in the higher departments were highly creditable.

The reading, in many of the schools, did not show proportionate attention with other branches, though we are glad to report that in some schools it was very satisfactory. Four hundred and seventeen scholars were commended for very fine progress in study during the term; 496 have not been absent or tardy without necessary cause; 389 have been exemplary in conduct, and certificates of merit have been given each month to those who had been thus exemplary, regular in attendance, and very creditable in scholarship. Seven hundred and fifty-three of these certificates have been given out, showing that this number of scholars have been deserving such especial notice, one month each.

The teachers have labored hard, indeed too hard, so that four of them, at the close of the term, were very ill, and three of them not able to examine their schools.

Educational meetings were held at the close of the examinations, one in Georgetown and two in Washington, where there were class recitations, declamations, speeches, singing, &c., in the presence of a large number of parents and friends. Such meetings accomplish much good. The examination and exhibition of the Howard University preparatory school was held during the closing week of the month. All available space in the rooms was occupied by interested spectators and well known gentlemen connected with the cause of education. The pupils showed careful and exact instruction, and a very thorough knowledge of the branches pursued, among which were geography, arithmetic, grammar, Latin, composition, declamation, &c.

• The superintendent says :

I have made a tour through St. Mary's county, Maryland, and also through Anne Arundel and Calvert counties. Ten school-houses have been built with our assistance in St. Mary's county, and another house will soon be completed.

Colored mechanics.—All the houses have been built by colored carpenters. Had we been obliged to rely on white mechanics hardly a single school-house would have been completed in the lower counties of Maryland.

The people had no money to pay white workmen, but these colored mechanics were willing to do the work and wait for their pay. In many places they have not received this, and will not for months to come.

Self-support.—Freedmen give liberally, considering their circumstances, for the building of these houses, and carrying on the schools. At Leonardtown \$250 has been paid for their school-house, books and teacher's board, since November 23; and in no place is the debt against the school a large one. When I informed the people at one place that the educational societies could not pay the teacher longer, they raised her salary for another month on the spot; and at another place they will keep the teacher two or three months longer. We aided in building a school-house near Hunting creek, Calvert county, but were not able to send them a teacher; thereupon they obtained one themselves. Yet they will not generally keep up the schools without assistance. They could do it if they would give up all bad habits; but this, perhaps, is too much at once to expect.

Whiskey and tobacco.—They everywhere imitate the whites by using a great deal of whiskey and tobacco. One teacher having invited the children to join the Vanguard of Freedom, one of the largest boys with many others refused, and gave as his reason that he wanted to get an education and be a gentleman, and that all the gentlemen played cards and drank whiskey.

Catholic priests.—The Catholic priests have refused the sacraments to those who join the Vanguard, and have tried in some places to prevent the children from attending day and Sabbath schools. But in spite of all opposition, the schools in most places have been large, the teachers have done well, and a good work has been commenced.

Mr. Key, a prominent lawyer in St. Mary's county, told me that not a single colored person was in jail, and that generally the negroes were industrious and well-behaved. We tested their honesty while travelling through the county, by leaving overcoats, whips, &c., in the carriage until late at night, but nothing was stolen.

Colored teachers.—The whites are nearly all opposed to white teachers. If they must have colored schools, they want them taught by colored teachers. An exception to this rule was found at a place called the "Pines," in St. Mary's county, where a merchant, a native of South Carolina, wanted to teach the school. He was informed by us that he could have it if he would not sell whiskey. This he would not do, saying he could not give up his busi-

ness. We were willing he should sell everything else. His object, no doubt, was to teach school and so draw the colored trade to his store. There is quite a rivalry among the merchants for this trade.

St. Mary's county.—With Captain Lawrence, I held nine public meetings in St. Mary's county. All were well attended, the people leaving their work for the day educational meeting, or coming after a hard day's labor to the evening meeting, often a distance of three or four miles. I had an opportunity at these meetings to warn them against bad habits; to show them that either the school or the whiskey shop must be given up; and I had the satisfaction of learning, before leaving the county, that one man had resolved to give up his whiskey and buy a home for his family.

Homes.—At the meetings I almost invariably asked all who owned homes to raise their hands. In many places I found that the school-house was the only real estate investment they had. This gave me a chance to remind them that they in Maryland were among the first to obtain their freedom, and that it was time for them to be buying land for themselves. I have no doubt but that hundreds of men in these counties would pay for 20 and 30 acres in a year or two if they could be aided in obtaining good titles.

The white population do not profess, in our presence, hostility to colored schools. One prominent man told me that if the schools could be helped this year, they would be kept up by the people themselves without trouble.

I found Mr. Johnson, a colored man, at Upper Marlboro, Prince George county, teaching a large school of about 80 scholars. The people appear to like him, and for one unaccustomed to teaching, he is doing well.

An excellent school has been started at Forestville. The teacher, a northern lady, has taught without compensation and worked for her board.

Annapolis.—The schools at Annapolis have been a great success this season, the number of scholars both day and night very large. The exhibition at the close of the term was crowded, though an admittance fee was charged. The recitations, readings, and singing were good. All the people earnestly desire the return of the same teachers next term.

School-house building.—The work of building school-houses in this department, of which an account was given at length in our last report, goes on vigorously.

The assistant commissioner has aided in building during the last six months 22 school buildings for the colored people in this department. From \$200 to \$500 of bureau funds have been appropriated for each house.

Schools by city government.—Nearly all the teachers of northern educational associations have been withdrawn from the District of Columbia, and the schools will in future be carried on by the city government. We shall hope for the best results in this change from dependence on charity to an honorable self-support under the superintendence of the public board of education."

The reports from the District of Columbia, West Virginia, and Maryland counties of this department give the following aggregate:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	148	211	7,633
Sabbath.....	35	.....	2,904
Industrial.....	6	.....	412
Total.....	189	211	10,949
IRREGULARLY REPORTED.			
Day and night.....	31	41	1,118
Sabbath.....	6	.....	488
Total.....	37	41	1,606
Grand total.....	226	252	12,555

Sixty-six of the officially reported day and night schools are graded, including six of the high or normal grade.

The attendance of the pupils has averaged 5,682, or about 74½ per cent. of the enrolment. Tuition, amounting in the aggregate to \$4,305, has been paid by 1,916 of them, or within a fraction of \$2 25 each.

One hundred and forty-four of the above teachers are white and 87 colored, 10 of whom were furnished transportation by this bureau.

The freedmen sustain wholly or in part 104 of the above schools, and own 26 of the buildings in which they are taught. This bureau furnished, at the same time, 60 of the buildings.

The expenditure by the bureau for this department during the last six months, for rents, repairs, and material for school buildings, has been \$22,978 44; by all parties, \$58,811 26.

There has been an increase of 28 schools in this department over the largest number of last year.

MARYLAND AND DELAWARE.

Brevet Brigadier General H. Brooks, assistant commissioner; Wm. H. Day, superintendent of education.

The schools in these States are gradually gaining in public favor. The assistant commissioner, in his quarterly report, says:

Opposition to the establishment of schools in Maryland seems fast decreasing, but one case of violence having occurred, viz: assault upon a teacher at Chesapeake City, Cecil county. The case is before the courts, and there is a disposition to do justice.

In the city of Baltimore the unfavorable feeling in reference to the schools is lessening. The mayor in his message, (January 22,) said: "I recommend that some provision be made for these unfortunate people in this respect. Their self-mastery should be sufficiently instructed to enable them to be self-supporting."

Notwithstanding the inconveniences teachers of city schools have labored under, having received no pay for many months, and refused supplies of books and stationery from the school board, they have remained at their posts, and not one school has been closed. During the last week of the quarter a better feeling has prevailed, and it is now believed that all the teachers, both of day and night schools, will receive pay to April 1, 1868.

The county commissioners of Carroll county have recognized the colored schools by appropriating about \$134 for educational purposes.

Owing to the hard winter and the necessities of the laboring classes, the night schools have lessened materially in numbers.

Missionary fund.—The day schools have been reduced in numbers, by the demand of the Baltimore Association for \$15 per month from every community of colored people, (for what was styled a "Missionary fund,") in addition to the expenses for board, &c., for the teacher. The people cheerfully endeavored to pay \$12 per month, (the amount first demanded,) and 50 schools were reported by the association as ready to meet the demand; but thinking \$15 too much in mid-winter, they in some cases have declined to continue their schools. Several schools have been closed on this account.

During the quarter there have been difficulties at one or two points among the colored people, with reference to the transfer of land for school purposes, precautions to that effect not having been taken before lumber and materials were furnished. The disputes are under investigation, and, if possible, will be adjusted.

Normal school.—On December 16, 1867, the colored normal school for Maryland was opened in Baltimore. The building is in an eligible situation, and was purchased from a Society of Friends, whose place of worship it formerly was. It has capacity for 100 pupils, with class-rooms and a large hall for lecture purposes. The original building was repaired by the bureau, at a cost of \$10,000.

The normal school proper has now 33 pupils; and the model school (to be taught by the normal school scholars) has 23 pupils.

Wilmington, Del.—Years ago, in the city of Wilmington, members of the Society of Friends and others formed a society for the education of colored children, styling themselves "The African School Association." They purchased a building and kept two schools in operation, under colored teachers, a male and female. On the 27th of December, 1866, through the efforts of Major General Gregory, Judge Bond, and others, the Delaware Association for the Moral Improvement and Education of the Colored People of the State was organized, and on the 9th of January, 1867, it commenced effective operations.

The African School Association, desirous of securing a uniform system of instruction for the colored people of the State, and having confidence in the newly-formed Delaware association, placed at its disposal the premises owned by them, and the income of such funds as they held for the purpose. The value of the property thus transferred was supposed to be about \$4,000. The Freedmen's Bureau appropriated nearly \$1,200 to alter the building and make it suitable for the purposes to which it was to be devoted. About the last of September, 1867, the building was completed, and on the 3d of October it was dedicated with appropriate ceremonies.

The schools under this association are generally efficient, and have increased in numbers. No aid has yet been received from the State.

Opposition in Delaware has exhibited itself only in petty acts, and but few of those.

School-houses.—A large number of applications for school-houses are on file in this office, awaiting a new school appropriation. Many of the parties applying have purchased their land, with the expectation of receiving lumber and material from the bureau; but the amount of funds for this purpose now to our credit will hardly complete the buildings in process of erection.

The following is from a report of an inspection tour made by General E. M. Gregory, late assistant commissioner:

The schools of the district are generally prosperous. There has been some falling off in attendance during the past two months. The reason for this is, that the larger scholars are nearly all out to service, such is the demand for labor. There is but little complaint made as to the conduct or labor of the colored people of the district.

Self-support.—The interest of the freedmen in their schools continues to be strong, and during the past year they have contributed for their support, in Maryland \$23,037, and in Delaware \$6,217.

The winter has been severe upon the people, and yet they have had but little help from the white citizens.

A marked change.—No school-house or church has been burned since September, 1866. The freedmen have been treated with more kindness during the past year. The change is marked. There has been a better feeling manifested in the courts the last few months, and yet the freedmen do not obtain justice as they ought and will. The bureau officers are prosecuting the work of relieving the apprenticed children, since the decision of Judge Chase in the matter of Elizabeth Turner, October 22, 1867, and the decision of Judge Giles, of January 6, 1868. There has been little difficulty in getting the children released from this system of slavery wherever the bureau officers could reach the cases.

The complaint division, in charge of Major Bolenius, is doing its work well. The principal complaints of late are those made by parents against parties holding their children illegally.

The upper classes are beginning to acknowledge that the colored people *are* entitled, with white men, to equal rights before the law. We have noticed an advance, in the partial provision made for colored schools in the city of Baltimore, by a late act of its council. And as education is a great barrier for the opponents of equal rights to contend against in a country constituted like ours, we can but feel assured that the day is not far distant when the colored people of this district, and of the whole country, will fully realize that they are indeed men.

The superintendent, in his June report, says:

The wages which had so long been withheld from the public school teachers has, during the quarter just ended, been paid. It is, however, quite doubtful whether the arrangement to pay the teachers for the whole school year will be carried out. They are each receiving a fraction over \$41 per month.

Educational ordinance.—The ordinance introduced into the city council in reference to educating the colored children of the city, was passed with certain provisos:

First, that no colored teachers should be employed therein; and second, that all the "colored schools" should be *primary*. On June 30th the colored people had a meeting to protest against the determinations of the school board, but as yet without any results.

Under the first proviso of the board the colored teachers have received notice that their services will not be required after the close of this term, ending Friday, July 10th.

Private schools are doing as well as could be expected.

The average number in the schools during the quarter has been 983 pupils.

Delaware.—The whole number of schools in Delaware during the past school year is 22. I am informed that it is intended during the coming year to increase the number to 30. These schools closed on the 23d of June.

Female normal school.—On the 29th of May I attended the examination of the female normal school in Wilmington. The classes were examined in geography, arithmetic, reduction, and fractions, grammar, composition, &c., and acquitted themselves very creditably.

The school is a most efficient one, and is a credit to the teachers, pupils, and the Delaware association.

Amount contributed.—I append a statement of amounts contributed by colored people in Delaware for education, under the auspices of the Delaware association:

Paid for board of teachers.....	\$1,278 52
Paid for purchase of books.....	275 00
Paid for tuition.....	107 90
Paid for erection of school buildings.....	3,824 34
Total.....	<u>5,485 76</u>

The lumber for 12 of the school-houses was furnished by the bureau, and it also made repairs upon the normal school building in Wilmington, amounting to \$1,200.

Public sentiment.—In the city of Baltimore, as well as in the State of Maryland generally, the public sentiment is believed to be more favorable to the colored schools. Nearly all the newspapers of the city have spoken in favor of educating colored children, while but one has opposed, and advocated the exclusion of colored teachers and keeping the schools primary ones.

Some of the speeches made in the debates in the common council were notable for their just views.

One of the pastors of the city, Rev. Dr. Fuller, in his pulpit spoke as follows: "And here let me express my pleasure and my gratitude to God, that at last the rights of one portion of our citizens have been recognized, and that our city council has provided for the education of their children. Loving Maryland and Baltimore as I do, and with my exalted opinion of their history and character, it has always surprised and grieved me that this class of our people should be taxed for the education of our children, and yet their children should be excluded from all education."

During the quarter now ended, but few threats have been made; but in one instance they forced a teacher to leave. He was warned, as he valued his life, to leave the neighborhood in ten days, as they were determined to "rid the neck" of his presence. This was signed twice K. K. K. The face of the envelope was covered with scrawls, and among these the words "Death! Death!"

Suggestions.—1. I would respectfully suggest, that if the superintendent were able to say to the people of a place, "we have so much money which we can apply to assist you," it would draw the people nearer to us in co-operation, and enable us to more completely systematize the work of education.

2. If a small fund could be had to be given, under General Brooks's advice, to meritorious private schools, they would be rendered more efficient and we could better control them.

3. Some communities *cannot* raise money enough to pay all expenses, and a little money for a year for *salaries* would be wisely bestowed.

4. That there be a small fund called the "premium fund," to be used in all the schools, for excellent conduct and attainments.

The confidence of the colored people in the bureau is unabated, and the necessity for its continuance believed in by them now more than ever before.

In conclusion, I wish to acknowledge the courtesies extended to me by the superintendents of the Philadelphia, Wilmington, and Baltimore, and the Delaware railroads.

Everywhere in Maryland and Delaware, by colored and white, I have been kindly received.

The statistics of Maryland and Delaware are as follows:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night	147	164	6,415
Sabbath	55	362	3,370
Industrial	19	.....	441
Total	221	526	10,226
IRREGULARLY REPORTED.			
Day and night	22	25	768
Sabbath	21	123	1,747
Total	43	148	2,515
Grand total	264	674	12,741

Five high or normal schools with 279 pupils are included in the regularly reported day schools.

Ninety of the day and night schools range in grades from one to three.

The average attendance of the pupils has been 4,751, or 74 per cent. of the enrolment. Tuition has been paid by 5,072 of them, amounting in the aggregate to \$11,280 53, or about \$2 22½ each.

Of the 674 teachers employed, 260 are white and 414 colored. Transportation has been furnished to 46 of these.

Ninety-five of the buildings in which the above schools are held are owned entirely by the freedmen, and they sustain wholly or in part 121 of the schools. The bureau has furnished 32 of the buildings.

Total cost of support of these schools for the last six months by all parties, \$28,343 39.

VIRGINIA.

Brevet Brigadier General O. Brown, assistant commissioner; Rev. R. M. Manly, superintendent of education.

A new era is dawning in Virginia, and the freedmen's schools must very soon feel its cheering influence. But for some time to come these schools must depend in part on foreign charity. They are accomplishing a great work for the State.

In January, the superintendent says:

The constitutional convention now in session will consider and doubtless adopt the basis for a system of public free schools. The articles prepared by the committee on education are judicious and thorough. There are at present no boards of public education in Virginia.

Against negro suffrage.—Nine-tenths of the white population of the State are thoroughly organized politically against negro suffrage and political equality.

This movement tends strongly against all attempts to improve and elevate the freedmen. It should however be said that there is a very large number of intelligent Virginians who, as partisans in politics, would refuse the freedmen the benefits of a higher civilization; yet, as men and Christians, are ready to acknowledge both the expediency and justice of providing schools for the poor of both races.

The freedmen and poor whites will be absolutely dependent for schools on northern and foreign charity until the State government is fully reconstructed, and a school system put in operation, supported by liberal taxation.

School-houses.—In February he writes:

The whole number of school-houses reported is 125. Of these about 60 belong to the freedmen and 25 to the bureau. The remaining buildings occupied by schools are not school-houses properly, but churches or dwelling houses, generally rented from private parties. Nearly one-half are furnished with writing desks and wall maps, and will meet the requirements of pupils of the intermediate grade. The high school buildings at Richmond, Norfolk, Hampton and Alexandria are appropriately arranged and fitted up.

Schools full.—The aggregate capacity of all the school buildings in use is reported as 15,060. This is but a little more than the whole attendance—a fact conclusively showing that the schools are full, and that the facilities furnished by the bureau and charity are duly appreciated and used by the people.

The buildings reported as belonging to the freedmen are nearly all cheap structures, generally of logs, erected in some instances entirely by themselves, though more generally with the assistance of the bureau.

Officers and agents of the bureau are generally faithful in visiting the schools, holding educational meetings, and privately counselling the freedmen as to their duty in regard to the education of their children.

Self-support.—The amount which can be collected of the freedmen for school purposes will depend very much upon the crops of the coming season. There will be a number of instances where they will entirely support their own schools; in others, they will meet the expense of a teacher's board.

Destitution.—There are 12,000 destitute children reported in this State, calling for about 200 new schools. These would require not less than 175 school-houses in addition to the rental and repairs of those now in use.

New era.—A conviction exists throughout the State that a new era is drawing near, and that there is to be an increase of knowledge among the people, with a wider distribution of power and influence. To the more conservative portion these changes will come like a severe frost in early summer; a thing that can't be helped, but greatly to be deplored. To the younger or more teachable portion the change is regarded with mingled hope and fear, yet with a purpose to try it and make the best of it.

Poor whites.—As a general fact, there is a great apathy among the poor whites on the subject of education for their own class, and an intense hostility to schools for freedmen. With all classes, however, movements for the education of the negroes would be received with comparative complacency if southern white teachers—the widows, wives and daughters of confederate soldiers—were exclusively employed.

Threefold view.—The whole colored population, with few exceptions, are calling for schools. Education seems to be regarded by them in a threefold light: 1st, as a long-denied right, and therefore they demand it because it is theirs without reference to the uses of it when attained; 2d, as a badge of freedom and of manhood; 3d, as an element of power. Many see clearly that without education their political and social position, as well as material interests, will never be advanced.

A long walk.—I doubt if the history of education can present instances of greater sacrifice to secure the advantages of education than are furnished by colored children and youth. Two or three examples may be named. More than half of the pupils in the school at Louisa Court House live over three miles from the school-house; many walk from five to eight miles in the morning and return at night. At Gordonsville, two girls walk nine miles every morning and home again in the afternoon. This they have been doing for two years, except in the muddiest weather, when they faithfully study their lessons at home. They have become excellent scholars, and will soon be good teachers. There are seven boys attending the same school whose homes are seven miles distant, with Peter's mountain intervening, which they cross twice a day to secure the advantages of education.

Work of bureau.—Upon the most favorable supposition, the State itself will be unable to do any thing in the establishment of schools before the autumn of 1869. If, therefore, the poor are to have schools next year, it must be the work of the bureau and of the charitable people of the north.

The number of orphans in charge of the bureau has been about 100.

The superintendent's annual statement, for the several months of the year, is as follows:

Month.	No. of schools.	No. of teachers,	No. of pupils enrolled.	Average attendance.	Expense to charity.	Expense to freed-men.	Expense to bureau.	Total expense.
1867.								
November	197	250	12,657	9,223	\$9,500	-----	-----	-----
December	207	251	12,714	9,900	10,000	\$924	-----	-----
1868.								
January	207	285	14,649	10,308	10,079	1,177	-----	-----
February	228	293	15,567	10,996	10,587	1,311	-----	-----
March	269	316	16,403	11,816	10,600	1,587	-----	-----
April	263	353	16,187	11,332	10,000	1,600	-----	-----
May	249	306	14,500	10,480	9,000	1,600	-----	-----
June	221	264	11,726	8,500	9,000	1,500	-----	-----
Average for the year	230	290	14,300	10,320	-----	-----	-----	-----
Totals	-----	-----	-----	-----	78,766	10,789	*\$42,844	†\$132,399

* Total for year.

† Grand total of expense to all parties for year.

The above figures show an increase in the expenditure and in the results accomplished over last year. There have been more schools, more teachers, more pupils, and a larger average attendance. In other particulars not capable of a statistical statement, the improvement has been equally certain and gratifying. The schools have been intrinsically better, the teachers of riper experience, and more carefully selected. Facilities have been improved by the erection of many new buildings, and the improvement of others by repairs and supply of suitable furniture. The attendance has been more uniform and classification and grading of the schools more complete.

Examinations.—The protracted and thorough examinations near the close of the annual session in June furnished an opportunity for judging of the success of these children in attaining to good scholarship. The schools in Richmond, which it is not claimed are better than many others, may be used for the purpose of illustration.

Not more than 40 of the 2,000 pupils in attendance at the end of the year were still in the alphabet, and these had been in the schools but a few weeks. All the remainder are sufficiently advanced to make it certain that the next census will enroll them among the reading and writing population of the State. About one-half of the whole number have been trained in the third, fourth, or fifth readers, are well grounded in the elements of arithmetic, and are familiar with the principal facts of descriptive and political geography.

More than this may be said of the high and normal school and of the advanced classes in

the intermediate schools. Here were some fine examinations in written and mental arithmetic, English grammar, physical geography, and history. The recitations in arithmetic were a surprise to all who listened, and dissipated skepticism in regard to the capacity of colored children to learn those branches which require the exercise of the reasoning powers and analysis. Complicated questions, which would stagger even an educated mind not fresh to this kind of work, were repeated accurately, and the analysis conducted logically to a correct conclusion. It is not claimed that these examinations were superior to those seen in northern white schools under teachers of equal merit; it is not necessary or practicable, perhaps, to bring them into a fair comparison. But it is claimed that they demonstrate beyond a doubt, if demonstration is still necessary, that under good teachers the masses of the colored youth of the south will rapidly acquire the knowledge necessary to fit them for the business of life, and that large numbers will distinguish themselves as scholars if opportunities are offered them.

Fifty thousand readers.—What has been accomplished during these few years has fully vindicated the statement that Christian charity and governmental aid were never more wisely or profitably expended than in this instance. It is believed that not less than 50,000 of the colored population of Virginia have learned to read during this period. Some of the earlier pupils are already in college, others are in a course of preparation, and many are usefully employed as teachers.

A new industry.—One result of the schools has been actually to create a new branch of industry among the freedmen, that of teaching, as is shown by the large number of small private schools which are being opened all over the State, now numbering nearly two hundred, and rapidly increasing.

Permanent system.—It has been the aim of the superintendent to give to the schools in the cities and larger towns such a systematic organization that very little change will be necessary when State or municipal authority shall undertake to continue the work. This result has been very satisfactorily accomplished in the more populous places, as Alexandria, Norfolk, Hampton, Petersburg and Richmond, &c. Each of these towns has its primary, intermediate, and high or normal schools.

Supply of native teachers.—While an immediate supply of teachers to the rural as well as the urban population of the State is exceedingly desirable, yet it is not practicable. About 2,000 teachers would be required, of whom at least three-fourths must be colored, on account of insurmountable difficulties in the way of white teachers procuring board. These teachers cannot come from the north, on account of the expense involved. They must and ought to be obtained chiefly from the better class of native schools. Hence facilities should be brought to our own doors by establishing a teachers' training school of limited extent, but not of inferior merit, in each considerable center of population.

Richmond and Hampton.—Two important normal schools have gone into operation during the year, namely: The Richmond Normal and High School, and the Hampton Normal and Agricultural Institute, both of which give great promise of usefulness and success. The former is for our city youth, and the latter for those of the rural districts, who wish to support themselves by their own industry. Besides literary advantages, this Hampton school will cut off pupils entirely from their old world of semi-heathenism, and make each a responsible member of a well ordered Christian home, training them in the duties of this relation, until more refined tastes and better habits shall be thoroughly confirmed.

Hostility.—The unusual hostility to freedmen's schools during the last few months is probably due partly to the passions of the hour, and partly to a very general dislike of the public school system of the north. Not a newspaper in the State, except two or three recently established by men of northern sentiments, has published a line in favor of a public school system for all the people; and even the State association of teachers, in their annual convention, did not allude to the subject. Nevertheless, we have reason to believe that with good laws, wisely administered, a few years will show a complete revolution of opinion upon this subject.

The desire of the freedmen for the advantages of schools for themselves and their children does not abate. They are generally willing to do all in their power to help themselves, and there are many instances of remarkable sacrifice to secure the benefit of the schools.

Bureau officers.—The bureau officers and agents have, with few exceptions, been interested and laborious in promoting education, and without their presence, encouragement and advice, the large number of nearly self-sustaining schools, now in operation in rural localities, could not have been established, and could not be continued. One instance may be mentioned: Two years ago Captain C. S. Schaeffer, in charge in the western part of the State, purchased with his own money, though not a man of wealth, five acres of land as a site for a school-house (to be used as a place of worship) and a parsonage. With the assistance of only five hundred dollars, received from the bureau and from his friends, he erected excellent buildings for the purposes named, at an additional expense of \$2,500. He now makes a free gift of the whole place to the freedmen for educational and religious purposes forever.

Poor whites.—For three years the Soldiers' Memorial Society of Boston has maintained a number of excellent schools in Richmond, furnishing instruction gratuitously to more than 600 children, from families of loyal white refugees and others. These schools, under

the able management of Mr. Andrew Washburne, aided by teachers of approved skill, have accomplished much good, both for the cause of education and loyalty, and have also exhibited one of the noblest charities of this age—the victorious soldier giving the bread of knowledge to the children of his vanquished adversary. This work has also had a very sensible influence in paving the way for a system of free public schools for the city.

Tract societies.—Through the liberality of the American tract societies, about 10,000 primers have been supplied to the bureau, for distribution where there was the most necessity, and especially where little else was being done. They have been gladly received and are very useful.

The statistics of the State are as follows:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night	274	353	16,420
Sabbath	132	1,124	11,989
Industrial	5	.....	370
Total	411	1,477	28,779
IRREGULARLY REPORTED.			
Day and night	10	8	288
Sabbath	32	170	2,500
Total	42	178	2,788
Grand total	453	1,655	31,567

The average attendance of pupils in the above schools has been over 70 per cent. of the whole number enrolled. An aggregate amount of \$8,688 11 has been paid by 3,960 of them as tuition fees.

Of the whole number of teachers enrolled, 818 are white, and 837 colored.

One hundred and forty-four of the above schools are sustained wholly or in part by the freedmen, and they own 71 of the buildings in which these are held. 103 of the buildings were furnished by this bureau.

Of the above day and night schools, 98 are graded, including four of the high or normal grade.

The cost to the bureau for rent, repairs, and material for school building has been \$1,981 81, and the total expenditures by all parties has amounted to \$69,159 32.

Increase of schools in this State 77, pupils 4,287, since the July report, 1867.

If Virginia would come back to the Union under the form of constitution proposed by its late convention, these schools would receive an added impulse, and their high rank would be perpetuated.

NORTH CAROLINA.

Brevet Major General N. A. Miles, assistant commissioner; Rev. F. A. Fiske, superintendent of education.

In no State south has the school interest prospered during the year more than in North Carolina. It has, indeed, no schools as far advanced as may be found in some other States having large cities, and a more intelligent colored population, and with better advantages; but here the schools overspread all parts of the State, except those very sparsely

populated; are more uniform in their appearance and progress, and, in general, are very well regulated.

The superintendent has been laborious and efficient, and the assistant commissioner has devoted uncommon energy and much time to the schools. Such united and judicious efforts account for the gratifying results.

General Miles, in his report for January, says:

The educational work occupies much of the attention of the bureau, and the results are of the most satisfactory character. A corresponding interest on the part of the colored people and their friends is manifested, and the funds set apart for the work are being judiciously expended in rents, repairs, and erection of buildings for school purposes. This fund, now much reduced, should be increased; for much still remains to be done to secure the largest benefits. Nothing will be so permanent a tribute to the forethought of the government, or a more appropriate monument to the memory of the bureau, than the seed thus sown in this field.

A large majority of the counties in the State are now deriving the advantages of this work, those remaining being sparsely settled, and with but few colored inhabitants.

For February the assistant commissioner reports:

The educational work continues to excite attention in all parts, and not only among the class benefited is this apparent, but a growing interest among the whites is most decidedly manifest. This month shows a gain over all previous months in the number of schools, teachers, and pupils, since the organization of the bureau in this State.

The maximum for the year has probably been reached; for as spring advances many of the older and more advanced pupils are called from their schools to go into the fields or other occupations incident to returning warm weather.

In April, he says:

Notwithstanding all expectations, the attendance upon schools has not fallen off during the month; on the contrary, it has increased to a larger number than ever. In years past the number of scholars materially lessened earlier in the spring, by reasons of the calls to the fields of labor. It was also feared that in these pressing times, and in the expectation of a provision being made by the State for educational purposes, efforts on the part of the colored people would relax in the hope of providing their children with an education without cost; but such fears have proved groundless, for the interest seems to be on the increase, and we are enabled to show not only a gain in every respect over the preceding month, but also that a greater number have been under tuition than in any other month since the bureau has been established in the State.

North Carolina can now present an army of 16,400 school children, which places her in the front rank of the southern States in the educational enterprise.

Day and night schools in operation	336
Teachers engaged	339
Pupils attending	16,435
Sabbath schools in operation	238
Teachers engaged	1,034
Pupils attending	16,187

During the winter and spring the largest number of pupils were registered.

Since the 1st of August there have been applications for 40 new schools, which have been authorized, and are now in operation.

Every agent and officer of the bureau in the State has been written to on the subject of canvassing their districts for localities where schools might be established. They have promptly responded, and are interested in the work.

There is no respect in which the cause suffers so much as in the want of teachers. Districts are often obliged to accept of such material as they find at hand. The eagerness to learn makes the freedmen willing to take up with any one able to teach them to read, though imperfectly. But competent teachers, who will exert a good moral influence over the pupils and the families to which they belong, are needed; such as will enter upon the work with a true missionary spirit, and wait for their reward at "the recompense of the just."

There has been much labor performed, and many trials and sacrifices endured, in forwarding the work to its present status; and when the account is rendered at the great day, not least among the efficient agencies enlisted in the work of educating these freedmen will stand the name of Rev. F. A. Fiske, beloved and remembered for his works' sake, and for his many good qualities of both head and heart.*

* At the date of writing Mr. Fiske had resigned, and his place was filled by Dr. H. C. Vogell.

The tabular view appended for each month shows at a glance the growth of the schools.

DAY AND NIGHT SCHOOLS.

Month.	Schools.	Teachers.	Pupils.
October, 1867	155	155	7,773
November, 1867	208	218	10,977
December, 1867	230	239	12,508
January, 1868	248	265	13,422
February, 1868	284	292	14,338
March, 1868	307	327	15,302
Whole increase	152	172	7,529

SABBATH SCHOOLS.

Month.	Schools.	Teachers.	Pupils.
October, 1867	130	526	9,112
November, 1867	164	759	12,072
December, 1867	174	789	12,467
January, 1868	175	780	12,206
February, 1868	188	843	12,711
March, 1868	203	894	14,443
Whole increase	73	368	5,331

Poor whites.—The school for poor white children at Wilmington, mentioned in our last report, has had remarkable prosperity; its history is worth preserving.

The Soldiers' Memorial Society and American Unitarian Association of Boston sent Miss Amy M. Bradley to Wilmington, in November, 1866, to labor for the education of children of the poor whites. She took possession of the only district school-house in the city, and which had for a long time stood unused and neglected. Here she gathered about 60 pupils, ignorant and prejudiced, literally an "unfurrowed soil." The press and popular feeling at once opposed her work, but by perseverance and tact she gradually drew together about 150 pupils, employed two assistant teachers, established an industrial and Sabbath school, distributed clothing to the destitute, and books and papers in various parts of the city. Such has been her success in overcoming all opposition that recently the public theatre was offered gratuitously for her exhibition. A large audience was present, and listened attentively to the exercises, which included declamations, dialogues, reading of original compositions, and singing of songs. The interesting exercises closed with the singing of all the national airs by the whole school, each pupil waving a national flag. This last scene created great enthusiasm, and was received with the most hearty applause.

Miss Bradley, at the commencement of the next term, will return to Wilmington with six teachers; will erect another large school-house in a different part of the town, at a cost of \$2,500, and expects to gather 500 or 600 pupils. She deserves great credit for her well-directed and persevering labors.

At a late date the new superintendent, Dr. H. C. Vogell, writes :

Things look very promising in the educational department of the State. The eagerness to be taught is astonishing. I have intelligence from different portions of the State, where the people meet at night in private cabins, in companies of two and three, to spell and read. Where there is one in a neighborhood who can spell and read a little, he or she becomes the teacher of others. Thus a fire has been kindled, in connection with the schools of the bureau, that will continue to spread and burn until it consumes the ignorance of the land. I see no cause for discouragement in the work, but on the contrary many encouragements for renewed energy and perseverance.

The returns from North Carolina give the following facts :

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	233	251	12, 606
Sabbath.....	169	791	12, 318
Industrial.....	1	-----	121
Total.....	403	1, 042	25, 045
IRREGULARLY REPORTED.			
Day and night.....	109	116	3, 829
Sabbath.....	77	287	4, 803
Total.....	186	403	8, 632
Grand total.....	589	1, 445	33, 677

The average attendance of the pupils in the day and night schools has been 9,078, or 72 per cent. of the whole number enrolled.

Of the whole number of teachers employed 582 are white and 863 colored.

The freedmen sustain, wholly or in part, 152 of the above schools, and have furnished 89 of the buildings in which they are held. This bureau also provided 89 of the buildings used for school purposes.

Tuition, amounting in the aggregate to \$10,732 45, has been paid by 3,183 of the pupils, making about \$3 37 each.

The expenditure in this State for the last six months, by the bureau, for schools, has reached the sum of \$27,869 95; and the amount by all parties, \$56,282 40.

Forty of the above schools are graded, including two of the high or normal grade.

Since July, 1867, the number of schools in this State has increased 268, and the pupils 9,386.

SOUTH CAROLINA.

Brevet Major General R. K. Scott, assistant commissioner ; Reuben Tomlinson, superintendent of education.

In the cities of South Carolina the schools still maintain their high rank, and in the rural districts they are making rapid progress. Extracts from sub-assistants' reports are as follows :

Grahamville.—With the exception of a small school at Blufton, held in a leaky, barn-like outbuilding, receiving no aid from the bureau, and but small support from any other source; the people of these two parishes have no educational advantages.

Aiken.—Small private schools, taught by colored women, have been started at Stone

Branch church, near Hamburg. In consequence of threats made against the teacher she was compelled to change the location of her school. The persons who threatened her are not known.

The desire for learning on the part of the freedmen has not abated, and the feeling of the whites in regard to their education is more favorable.

There is, of course, a class of ignorant whites who will not try to educate themselves or their children, who endeavor to throw obstacles in the way of the education of the blacks; but their conduct is generally reprobated.

It is observed that unless the expenses for schools be borne by the bureau or benevolent societies little progress can be made. Aid from other sources is neither expected nor to be had; and the freed people are without money, and, of course, unable to contribute to their support.

Abbeville.—The school referred to in my last report as in progress at Harrisburg is an exception. It is in want of a teacher and books only. They have 60 scholars, and can collect 15 cents tuition per week from each scholar. They have a building, and can be self-supporting if we can get them a teacher. The whites are co-operating.

The schools throughout this district seem on the whole to be flourishing, and as a general thing are well attended. Many of the scholars show an aptitude for learning which is astonishing.

Laurenceville.—The schools, both day and night, have during the past month been well attended, and the interest of the freedmen in them is steadily on the increase. I know of nothing I can suggest to increase their efficiency. The teachers work most zealously and assiduously, and all deserve the highest commendation for their unflinching efforts.

Charleston.—Complaints are still being made of the insufficiency of schools and teachers for the colored children of the city of Charleston.

Columbia.—The thirst for learning is unabated among the freedmen. Their number is so large that the limited means for their education cannot avail much. The present system of schools located at central portions of districts is very good; but until such schools are able to send out pupils capable of teaching the masses, their influence will not be felt to any great extent in the interior.

I have recently made arrangements for four night schools for adults, with a sufficient number of teachers, and have made several addresses to the freedmen through the district, explaining to them their duties. My convictions are that in education lies the only hope for these people.

In May the superintendent reports :

The schools have not been so full for the past two months as heretofore. This is owing to the fact that large numbers of the older children have been withdrawn from school to work in the field—the poverty of many of the people being so great that they cannot do otherwise. If the schools could be kept open after July first they would doubtless fill up.

First-class school.—At Columbia there is a first-class school, with a corps of 13 northern teachers. This (the Howard) school is supported by the New York Branch of the Freedmen's Union Commission. It is thoroughly organized; the discipline generally is very good, and the progress of the pupils is all that we could ask. It has an enrolled attendance of about 600 pupils, and is kept in a building with 10 class rooms, each accommodating 50 pupils, with one large room for alphabet classes.

Flourishing school.—At Greenville there is also a large and flourishing school, taught by five northern teachers and one native colored teacher. This school is kept in a poor building, under great disadvantages, notwithstanding which it is accomplishing a great deal of good. For \$2,500 a suitable house for it could be erected, and it is a pity that we are unable to appropriate that amount for the purpose.

At Cheraw, Bennettsville, Marion, Kingstree, Florence, and Orangeburg there are excellent schools, all taught by young colored men, natives of this State.

At Camden there is a good school building, with four large class rooms. This school is taught by three northern teachers and two native colored teachers. It is making good progress. The seven schools last named are supported by the New England Branch of the Freedmen's Union Commission.

The one difficulty everywhere is the want of means to increase the efficiency and number of the schools.

In his report for the month of June, he says :

The low averages in the term just closed is mainly owing to the fact that a large number of the schools were not opened last fall until after the first of November, and an equally large number were closed this summer on the first of June.

In the number reported as writing, those writing on slates are not included.

Eight thousand self-supporting pupils.—It has been impossible to get anything like an accurate statement with regard to voluntary and self-supporting schools, but I have been careful to understate the number. It is safe to assume that on the first of June there were attending this class of schools at least 8,000 pupils. This statement refers to secular schools exclusively. There is a large number of Sabbath schools throughout the State, which are well attended, and many of them are in places where no secular schools have been started.

These were successful not only in imparting religious instruction, but in teaching large numbers of adults and children to read who could not learn in any other way.

St. Helena.—I am able to furnish the following admirable history of the school established on St. Helena island, in September, 1862, Miss Ellen Murray and Miss Laura M. Towne teachers. The building used was the large brick church in the centre of the island. Subsequently two other teachers were added and a new and better building erected.

These islanders were of the lowest class of slaves, and had been deserted by their masters not quite a year. They lived at first in uncertainty of their freedom, and with fear of change were much preplexed.

The island was also crowded with refugees from Edisto and neighboring islands. Half of this school was made up of such refugees. The children were so entirely unused to restraint or mental application that before they could be taught much of books they had to be trained specially to school habits and broken in. The school has now been taught six years.

A fair way to estimate the results to be expected is to compare it with that of common country schools at the north. Children there beginning to attend school at six years of age, and continuing, with long summer vacations, till twelve, would not be much in advance of the children of this school, though it is seldom that northern children have had no training in sitting still, holding their books, listening and giving attention. But these island children were mere babes in school. It was rare to find one who could count correctly up to ten. They spoke a jargon that was like a foreign tongue, and the language in which they were addressed was no doubt often unintelligible to them. Home influences at the north are always tending to encourage the learner. Here, nothing but drawbacks were ever received in the family, and the children's greatest hindrance was, and is still, the necessity for frequent absence from school to work for a livelihood.

The advancement during these six years has been from the ignorance that has been described to a good knowledge of the history of the United States, some idea of physiology, of natural philosophy, of grammar, a thorough acquaintance with the outlines of geography, facility in using the four rules of arithmetic, in which they have advanced through federal money to reduction, and the beginning of book-keeping; to such ease in writing that they can readily give, with clearness, what they remember of a sermon or an address, and some can give it with exactness and method; to a familiar acquaintance with the Bible from reading it daily: (they have learned by heart many psalms, proverbs, and portions of the New Testament, in all more than three hundred verses, which they can recite at the shortest notice;) to knowing the chief points in the Constitution of the country, the duty of its higher officers, and their own duties as citizens and voters.

Though only 51 have fully reached this advanced stage, many have almost attained it, and many more have left the school who were nearly as far advanced, and of whom no account is given here. Others are now receiving training that will enable them to go forward much faster than the present first class, as soon as they should be of age to do it. In all, 517 pupils have received some instruction and have been influenced for good, if only by witnessing the order, method, self-restraint and civilized tone of the school, and also by observing the behavior and excellence of the higher pupils.

These are some of the school statistics; but merely stating the advancement in books can give no idea of the change for the better in morals, cleanliness, language, bearing, and general tone of thought. It will make the rising generation of this island as different from the generation which is passing away as if they belonged to a different country and race.

This school has from the first been supported by the Pennsylvania branch of the Freedmen's Union Commission.

Expenditures.—There has been expended in South Carolina during the year beginning July 1, 1867, and ending June 30, 1868, on buildings, repairs, furniture, stores, &c., for schools directly under the control of this bureau:

From the school appropriation fund.....	\$36,835 44
Refugees and freedmen's fund.....	1,969 43
Tax commission fund.....	3,402 67
	<hr/>
	42,207 54
For asylums and schools not included in the above list.....	7,299 91
Rent of asylums and school-houses.....	8,096 18
	<hr/>
Total.....	57,603 63

I estimate that the various associations maintaining schools in this State have expended during the past year for the support of such schools \$60,000. The colored people have contributed toward the support of schools of all kinds about \$10,000. This will make a total expenditure in this State for school purposes as follows:

Expended by the bureau.....	\$57,603 63
Northern societies.....	60,000 00
Colored people.....	10,000 00
	<hr/>
	127,603 63

School buildings.—There has been built in Charleston one fine brick school-house, accommodating 400 pupils. There is in course of construction in the same city a substantial wooden building, which, when completed, will accommodate 600 pupils; and in Camden a good substantial house seating 300 pupils. Besides these, there are scattered through the State many buildings which the bureau has assisted in erecting. On the sea islands the bureau has built five school-houses, each seating 150 pupils.

American Tract Society books.—I have distributed during the past term gratuitously about 10,000 school-books, most of which were furnished by the Boston American Tract Society.

New constitution.—The new constitution of this State contains liberal provisions on the subject of education, and the legislature which is about to assemble will doubtless give some attention to it. But it is not anticipated that the State will be able to do anything more than prepare a system during the coming year. The public treasury is empty, and the taxes which may be levied cannot be collected in season to do anything for schools, even supposing they should be laid at the coming session of the legislature.

For maintenance of the schools for the coming year we must look to the benevolence of the north, and to the bureau, as we have done in the past. It is sincerely to be hoped that the educational societies will not slacken their efforts and that the bureau will be able to furnish to some of the best schools already in existence better buildings and furniture than they now possess. If the schools heretofore maintained can be kept up during the next term, and a few more school-houses supplied, the State will find, when ready to begin work, the nucleus of a liberal and efficient common school system.

South Carolina has the following statistics for the six months:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	62	148	7,900
Sabbath.....	42	.....	3,670
Industrial.....	.....	.....	.....
Total.....	104	148	11,570
IRREGULARLY REPORTED.			
Day and night.....	451	55	5,000
Sabbath.....	60	180	9,000
Total.....	511	235	14,000
Grand total.....	615	383	25,570

Of the above schools 20 are graded, including one of the high or normal grade.

Seven of the buildings in which these schools are held are owned entirely by the freedmen, and they sustain wholly or in part 35 of the schools. The bureau at the same time has furnished 32 of the buildings for school purposes.

The average attendance of the pupils to the whole enrolment has been 77 per cent.

Five hundred and sixteen of the pupils pay tuition, amounting in the aggregate to \$3,369 66, or \$6 53 per scholar.

One hundred and seventy-eight of the teachers are white, and 205 colored.

Two hundred and fifty-one of the pupils were free before the war.

The expenditures of the bureau for rents, repairs, and materials for school buildings, as reported monthly, has been \$3,800, and the cost to all parties for the support of the schools \$40,000. The annual report of the superintendent makes the total expense of the bureau for all school purposes \$57,603 63.

There has been an increase of 313 schools in this State since July, 1867.

GEORGIA.

Brevet Brigadier General C. C. Sibley, assistant commissioner ; E. A. Ware, superintendent of education.

The schools in Georgia, though in a healthy condition, and managed with ability, both on the part of the teachers and the superintendent, have not increased in numbers. But this is satisfactorily accounted for. Last year there were local funds sufficient for the employment of 40 teachers, in addition to those furnished by the northern associations. This year only four or five such could be sustained. The aid societies also felt obliged to charge a small tuition fee. This, from the poverty of the people, and difficulty in obtaining their scanty wages, seriously affected the attendance. In Atlanta, for instance, where only 25 cents per month was charged, there has been a decrease of from 300 to 400 pupils. The statement of officers is that all the freedmen can do at present is to provide the coarsest food and poorest clothing for their families; especially in the cities and towns, where they have to pay exorbitant rates for very poor dwellings. But there is no real lack of interest in the schools for their children, and they would nearly all find means for their support and education if they could send them to free schools.

The running account of the schools for the last six months, from the assistant commissioner, is as follows:

The number of pupils at the end of January was some 1,300 more than the previous month, and they are daily increasing as the facilities for receiving them are extended.

The school building at Savannah was completed and dedicated on January 1st, with a large attendance.

The buildings at Macon, Augusta, Brunswick, and Griffin, are rapidly approaching completion, and will be opened in a few weeks.

In February the number of pupils was 1,100 more than last month, with a corresponding increase in teachers and schools. All matters in this department are progressing in the most satisfactory manner.

The school building at Macon was dedicated on the 26th ult., with an attendance of 600 pupils.

In March the freed people are generally employed under very favorable contracts, and the demand for labor still continues. As a class they are quiet and well behaved, and by far the most law-abiding citizens in the State.

Everything connected with their welfare and future prosperity has a flattering and cheerful aspect.

The slight decrease of pupils during this month is owing, it is believed, to the scarcity of labor. The crops at this particular time of the year demanding additional and greater care, has necessitated the employment of children in many instances, and prevented them temporarily from attending school. The necessity (for want of funds) of charging the freed people tuition has also seriously affected the attendance of pupils.

The last cause of decrease continued to operate more and more unfavorably in the following months.

The superintendent reports that:

While the number of schools is less, the excellence of those remaining is far greater. This is owing in part to natural growth, and also to the fact that the proportion of experienced northern teachers is far greater this last year than the previous year.

Improved facilities in the erection of new buildings has made it possible to grade the schools thoroughly, and to introduce the more improved methods of study.

The result is, that there are schools in Georgia as good as any in the United States, for the time they have been organized.

The American Missionary Association has supported the largest number of teachers; and also has done more than others in furnishing means for conducting good schools.

It may be thought that aid has been confined too much to the centres, and not widely enough distributed over the State; but the plan has been to strive, not simply for the immediate education of the largest number of children, but also, as far as possible, to establish a system that should be permanent. To accomplish this it has been thought best to erect, in the principal cities and towns, good houses in which might be kept first-class schools.

These schools being in the large towns, would reach the largest number of pupils, and also become centres of influence, and give to all the people some idea of the public school system of America.

Again, one of our greatest needs is competent teachers. In these central counties could be gathered more of those, who would be likely to teach, than elsewhere. These pupils enter the thoroughly organized and graded schools, are taught by the best teachers, and by the best methods; and thus they may almost be said to be in a normal school from the beginning. But the plan contemplates in addition a normal class in each of the principal places, for the training of those pupils who are sufficiently advanced, that they may as soon as possible enter on the work of teaching.

The plan also contemplates a State normal school and college at Atlanta, for those who are able to continue at school and secure a thorough education.

Very much has been accomplished in the Sunday school work during the year. The schools are better organized, and the instruction given is more systematic and thorough. Much also has been done for the cause of temperance. Divisions of the "Vanguard of Freedom" have been organized in nearly all the large schools, and great good has been already accomplished. It is expected that this effort will be increased during the coming year.

Many of the State Educational Associations which were in existence at the beginning of the year have been discontinued for the want of aid. These associations were able only partly to support their schools. Appeal after appeal came to this office, at the beginning of the year, for assistance; but as it could not be given, the schools were closed and the association discontinued. In some places, however, they have been continued and have done a good work.

The people in many places have paid a large share of the expenses of the schools, excepting the teacher's salary.

Public sentiment.—The feeling of the whites toward the schools has till lately been generally good. Two or three low papers in the southern part of the State offered insults to the teachers in the early part of the year, but that practice was not continued.

Several cities have given land for school lots. The city council of Columbus has just donated two acres of land for this purpose, and a house is at once to be erected on it.

The Richmond county board of education, during the last few months of the year, took the Augusta schools under its charge and appropriated to them their share of the public money. Silver medals were given to meritorious pupils in the colored schools, as well as to those in the white schools. Governor Bullock, in his message to the legislature, made favorable mention of the work of the bureau and the aid societies.

Action of the legislature.—It was hoped that the legislature would take some action in the matter of education, either to inaugurate a thorough school system, or else to give some aid; but these hopes have not been realized, and the prospect now is that it will be a long time before the State will do anything for education.

Besides the bureau appropriation, the general agent of the Peabody trustees promised \$4,000 for teachers' salaries.

This, together with the hope of more from the sale of property in the State, made the prospect for a largely increased work during the coming year very bright; this, however, has been very much clouded by the unsettled and rebellious condition of the country. The prospect is that we shall be obliged to confine our labors for the present to the cities and large towns, and even there the political excitement is so great that the attention of the people is almost entirely withdrawn from education.

Every effort will be made to continue and increase the work. It is hoped that the above obstacles will soon be removed, and that the coming year will show that these efforts have been crowned with success.

We insert with pleasure the following testimonial from the message of Governor Bullock to the Georgia legislature. It shows a just appreciation of our work, and what States can and ought to do in sustaining it:

Great good has been accomplished in our midst since the close of the war, by the earnest efforts of self-sacrificing ladies and gentlemen who have been sustained by the liberal contributions of our friends in the northern States.

Under well-regulated associations schools have been established in large numbers and with wonderful results, and it is recommended that a formal expression of our gratitude be given by a resolution of the general assembly.

It is also recommended as advisable for the State to make an annual appropriation to these associations, equal to the amount contributed from abroad, to promote and enlarge the system now so successfully inaugurated, while we are preparing for and perfecting a general free school plan as indicated in the constitution.

The assistant commissioner says in his annual report:

The schools, though few in number, have undoubtedly greatly improved during the year, with largely increased facilities. First-class school buildings have been erected by the bureau at Savannah, Macon, Brunswick, Athens, Griffin, and Augusta, all within the year, and con-

siderable sums have been expended to improve and repair buildings not owned by the bureau, but secured for school purposes, at Atlanta, La Grange, Albany, Rome, Oxford, Newman, and other places.

This bureau now controls, for school purposes, some 35 buildings, capable of accommodating about 90 teachers and seating nearly 6,000 pupils. The land on which all these buildings are situated is either owned by the American Missionary Association, or the colored people.

At several other points smaller expenditures are being made on buildings for school purposes.

It will be seen that notwithstanding the large reduction in number in day schools, (for reasons named,) there are nearly 3,000 more pupils in Sabbath schools than in any month of the previous year.

It was confidently expected that the State legislature would make provisions for schools at its late session, but the colored members having been expelled, and their opponents having obtained control of that body, all measures favoring free schools were defeated.

Public sentiment regarding colored schools has changed very little during the past year, except that for the last three months there has been more bitterness exhibited toward all men engaged in the work, and there are few but have received threats, both openly and anonymously. Several have been driven from the field by fears for their personal safety. It is not known that any have received personal injury except the teacher at Hawkinsville, (a colored man,) who was shot and seriously wounded.

It is deemed advisable to concentrate our efforts and employ all our teachers in the larger towns, where they can be protected until after the November elections.

In contemplation of the work expected to be done in the future by the educational department, it is believed that far more can be accomplished by the appointment of assistant superintendents of education, peculiarly fitted for the work, and who shall have a love for it, than by the present agents, many of whom have excellent qualities for their other duties, but not much fitness for the educational work.

The statistical reports from Georgia make the following aggregate:

Regularly reported.	Schools.	Teachers.	Pupils.
Day and night	132	174	8,542
Sabbath	80	502	15,141
Industrial	3	.....	184
Total	215	676	23,867

The average attendance of the above pupils has been 6,708, or 78 per cent. of the whole number enrolled. Tuition is paid by 3,452 of them—aggregating \$5,596 69, or a fee of \$1 62 each.

Of the above schools, 107 are sustained wholly or in part by the freedmen; they also own 37 of the school buildings. Seventeen school buildings have been furnished by this bureau.

Of the teachers, 378 are white and 298 colored. Seven of these received transportation from the bureau.

The amount expended by the bureau for rents, repairs, and material for school buildings, during the last six months, has been \$1,401.

Fifty-three of the above schools are graded, including one of the high or normal grade.

FLORIDA.

Brevet Brigadier General J. T. Sprague, assistant commissioner; Charles H. Foster, superintendent of education.

The State of Florida has done well in adopting a good public school system, and in providing what appears to be a suitable revenue. It will be some time, however, before this becomes available. The legislature doubtless meant to establish schools free to all, and to do this as soon as practicable; yet those best informed assure us that several years must

elapse before such a system can be brought into successful operation. We regret this. The facts on which such an opinion is based need not be enumerated. In the mean time the general government, with the aid of northern charity, should continue to sustain the educational interests of the struggling freed people of this and all the southern States.

A good normal school is needed in Florida, where colored teachers can be prepared for the work, enabling the people continually to become the educators of their own race.

The schools, at the last dates, were prospering, and constantly improving in grade and character.

The assistant commissioner reports:

The want of teachers is sensibly felt. School-houses are being erected in destitute parts of the State. As soon as permission can be obtained from the trustees owning the land, a suitable, as well as economical building will be erected in this city, sufficiently large to accommodate 250 pupils.

Superintendent Charles H. Foster, who received his appointment in March, reports for the quarter ending June 30, as follows:

I found the schools for freedmen generally in a flourishing condition considering the unfavorable circumstances by which these people were surrounded; being confused by political excitement, many of them have failed to make contracts for the year; a large portion being in extreme poverty, and in some instances starvation staring them in the face.

At a later period, however, with the prospect of good crops, and a reconstruction of State affairs, a change for the better has been brought about; and, now that the political excitement is mainly over, the freed people are paying more attention to education, having in many instances formed school societies, and manifested a willingness to contribute voluntary labor in the erection of school-houses, where the bureau furnishes material.

With the exception of Sabbath schools, nearly all others have been, or are to be, discontinued, as is customary at this season of the year, when the children are called to assist in gathering the crops. They will be resumed again upon the 1st of October. Teachers from the north have nearly all returned to their homes, with the hope that the northern associations will return them to this field of labor in the fall.

Teachers.—There is an earnest call from nearly every part of the State for a supply of good, competent teachers. It is to be regretted that we have not a larger number of efficient colored teachers. A few of this class are laboring faithfully and are especially useful; but the larger portion are but poorly fitted for their work, and many of them are utterly incompetent. We need at least from 30 to 40 teachers from the north. The southern whites will not teach the freedmen. By the 1st of October we hope to have several additional school-houses, and expect to be in readiness to furnish better accommodations for teachers and scholars than heretofore.

Poverty.—The poverty of the freed people is such that for another year at least they will need the assistance of charitable associations in the north, in order to proceed with their schools with any degree of success. They receive but little help or sympathy from their former masters, although the public sentiment is less unfriendly towards the colored schools than it was six months ago.

School-houses.—Seven school-houses have been repaired or partially constructed by the bureau during the past six months; two have been entirely constructed, and five are in process of construction. Arrangements are being made to furnish material for the erection of 15 other school-houses.

Fifty houses needed.—Reports from sub-assistant commissioners and agents represent that fifty places in the State stand in need of buildings in which to hold their schools. Many of these places are difficult of access, being quite remote from railroads, and from a market where the necessary building materials can be obtained; consequently the work of constructing school-houses goes on slowly. In most of the smaller places voluntary labor in the erection of buildings is promised if the bureau will furnish material; but in larger towns very little voluntary aid can be obtained.

It is to be hoped that efficient aid will still be given to Florida, especially in response to the above earnest appeal for teachers.

The statistical exhibit is as follows:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	42	44	1, 882
Sabbath.....	23	116	1, 446
Industrial.....	2		
Total.....	67	160	3, 328
IRREGULARLY REPORTED.			
Day and night.....	12	17	300
Sabbath.....	10	45	275
Total.....	22	62	575
Grand total.....	89	222	3, 903

The attendance of the pupils in the day and night schools has averaged within a fraction of 73 per cent. of the total enrolment. Three hundred and thirty-five of the pupils paid a monthly tuition fee, amounting in the aggregate to \$379 25, or over \$1 13 per scholar for the six months.

The teachers in the above schools are 112 white and 110 colored.

The freedmen own 15 of the buildings in which these schools are held, and sustain wholly or in part 22 of the schools. Four buildings were furnished by the bureau for school purposes.

ALABAMA.

Brevet Brigadier General O. S. Shepherd, assistant commissioner; Rev. R. D. Harper, D. D., superintendent of education.

We have had high expectations of the success of freedmen's schools in Alabama. Hitherto they have enjoyed more of popular and legislative favor than those in some other parts of the southern country. We therefore regret to see any signs of reaction as now reported. Notwithstanding this, and the special obstacles of the past year, these schools are holding on their way with success, and through the agency of the bureau superintendent, with State plans of great enlargement.

The assistant commissioner, says:

There has been but little change in the schools since the last report of my predecessor. The great want of the freed people is greater educational facilities. Very little has been done in this respect on account of inadequate means. The sub-assistant commissioners and agents are doing all they can, but without money this can be very little. School buildings are being erected at Montgomery and Selma, and repairs are being made upon buildings at different points in the State, which will be of the most permanent advantage to the freed people.

Auction mart.—We are informed that the Montgomery high school is held in the old auction mart of Fitz & Frazier, slaveholders. Their sign is still over the door, faintly advertising the old rascality. Several of the present pupils have, in the past time, been sold at auction in what is now their school-room.

The superintendent has commenced his work with systematic and determined energy. He makes a full report in March, in which he says:

The freedmen, with whose educational interests we are specially charged, are located chiefly in the northern part of the State, along the valley of the Tennessee river, in a belt of

counties extending across the State east and west, between the 32d and 33d degrees north latitude; also, in Mobile city and county, and along the valley of the Tombigbee, Black Warrior, and Coosa rivers.

The whole State has been divided into ten sub-districts.

Schools are located at 31 different points.

Whole number of schools now in operation about 60. Whole number of teachers about 80.

We have buildings for school purposes at the following points: Stevenson, Demopolis, (2,) Talladega, Selma, Greenville, (2,) Mobile, Mount Meigs, and Columbiana.

At Mobile the school property recently purchased is in good condition and well adapted to the work. The same may be said of the property at Talladega, which is now undergoing repairs and will soon be in good condition.

A school without shelter.—The school-house at Glennville was burned some time in February. Since that time the school has been continued with commendable perseverance, although some 200 pupils are now being taught without a house to shelter them. The colored people of this place have raised some \$300 for the purchase of a lot, and we trust that the bureau will encourage them by granting the aid desired for the erection of a new house.

\$750 by freed people.—It affords us pleasure to report that the freed people of Montgomery have raised \$750 and have purchased a beautiful lot on which to erect a building for educational purposes. We have applied to an architect for plans and specifications, and, with the appropriation of \$10,000 already made for this purpose, we hope to go forward in the erection of a building and have it ready for occupancy by the 1st of October.

Testimonial to teachers.—The teachers in the State deserve the sympathy and encouragement of all friends of education and humanity. The amount of self-denial and suffering which they are heroically enduring should have a better record than they are likely to receive. Destitute of all the comforts of home, ostracised by the people of the south, cut off from ordinary social life, despised and persecuted, and their very lives in danger, they are standing up nobly and fearlessly at their posts, and hope only to receive their due reward from Him who has given the great and world-wide commission, "Go ye, therefore, and teach all nations."

Opposition.—I desire to call your attention specially to this point. It is difficult, indeed it is impossible, for any one at a distance to form any correct conception of the state of public sentiment toward all our efforts for the elevation of the colored race. Sub-assistant commissioners and agents, almost without exception, report determined hostility to the education of the freedmen. School-houses have been burned, and those still standing are in danger. Teachers find it difficult to obtain boarding in families of white people, and are threatened with personal violence. Recently two teachers have been beaten and driven from their work. Never was the spirit of opposition more bitter and defiant than at the present time. The civil authorities, being in sympathy with this feeling, wink at these outrages, and the military, located only at a few points, are unable to reach the perpetrators of these wrongs. Many of our teachers are discouraged and are unwilling to return to their fields for the coming year. The truth is, we are in the midst of a reign of terror, and, unless something is done speedily for the relief of the persecuted Union people in this State, our educational interests must seriously suffer.

Brick buildings.—I am well satisfied, therefore, that the better plan is to concentrate our efforts upon certain central points, and in the erection of good, substantial brick buildings which will stand for years and which will be protected by public sentiment from destruction.

Training schools.—These buildings would, in part at least, contain high schools or academies where young men and women could be trained for the work of teaching people of their own color throughout the State.

We find no difficulty in waking up an interest among the freed people on the subject of education. Schools could be organized all over the State and houses furnished, to a great extent, by the colored people themselves, if we could furnish the teachers. These cannot be supplied by the bureau, nor by the freedmen at present, nor in sufficient numbers by the benevolent associations. How, then, are they to be supplied? I can conceive of but one practical method, namely, the education of native colored teachers in the south. This being done, in the course of two or three years there will be hundreds of young men and women of color who will be prepared to go into the rural districts and teach primary schools. The freedmen will provide buildings and pay a reasonable compensation, and thus the work of education for the long degraded colored people of the south will be at least initiated.

Emerson College.—The money spent in the purchase of Emerson College, at Mobile, was a judicious investment. It is a good, substantial building, well located, with a capacity to accommodate from 700 to 800 pupils. The superintendent and the principal are both men of education and energy. The teachers are all competent, and heartily devoted to their work. The college is doing well, and commands the respect even of those who are prejudiced against the education and the elevation of the colored race. With the assistance of the principal, some nine or ten of the more advanced pupils, male and female, were selected, and I called their attention privately to the importance of qualifying themselves for teaching. They were pleased with the suggestion, and have entered upon the work. The superintendent thinks that by the end of another year he will be able to furnish from the college 30

pupils who will be well qualified for the work of teaching the people of their own color. I shall endeavor, therefore, in all our schools, at important points, to select the best and brightest pupils and have them put in training for educators of their own race.

The schools in the sub-district of Mobile, outside of the college, are all in good condition and doing a good work. We expect to organize some new schools in the city of Mobile during the coming month.

In May he writes :

During the past month many of the older pupils in our schools have been employed as field hands on the plantations. This will explain the decrease in the aggregate number of pupils.

The work of education among the freedmen throughout the State generally is going on well. The interest on the part of the colored people in the cause of education is increasing. By the 1st of October the demand for schools and teachers will be such as we have never had before; but in my correspondence with the associations of the north they express fears as to their being able to continue their full force in the field during the coming year.

People poor.—The colored people are still very poor. So far as my observation extends, it is with them a question of bread. Generally, I think, they are willing to labor and desire to sustain themselves and educate their children, if possible. But it is not possible to do so under existing circumstances. I am confident that if the facts were known at the north, Christians and philanthropists, who have already done so much, would be willing to continue their generous contributions.

Such appeals should not be in vain. It is of the utmost importance that these poor people should have help in this their time of need.

The assistant commissioner closes by saying :

Efforts are now being made which we have no doubt will be successful in increasing the number and efficiency of the schools. Believing the interests of the colored people can be more materially advanced in this than any other way, the attention of the bureau in this State has been for some months mostly directed to the schools. The State legislature having adopted a system of education, the State superintendent is acting in concert with our superintendent, and a favorable result is already apparent.

The following plan of co-operation was approved and adopted by the State board of education, at a late meeting :

I. That the Freedmen's Bureau shall continue to aid in furnishing school-houses, either by renting buildings or by assisting in their erection; and furnish transportation for teachers to the field.

II. That the various associations and aid societies shall continue to select and send to the State competent teachers, and pay their return transportation from their fields of labor.

III. That the State shall pay the teachers thus furnished, who shall be subject to the same examination as other teachers of free public schools in Alabama, the same compensation when employed as that received by other teachers of the same grade, from its educational fund.

In view of this plan, and in addition to the poll-tax of \$1 50 to be applied exclusively to educational purposes, the legislature of Alabama has appropriated \$200,000 for the support of free public schools during the current year, commencing October 1, 1868. If this money is raised and the State will secure an adequate compensation, with protection for teachers, the plan will work admirably.

There will be no hesitation on the part of aid associations or the bureau in complying with the specified conditions.

It is hoped, therefore, that county superintendents and trustees in Alabama will make arrangements immediately for the organization of free public schools. The bureau superintendent is ready to respond to applications for aid in securing school buildings for freedmen, and can furnish as many teachers, male or female, for white or colored schools, as may be desired. All applications must be made by the proper authorities, and must state definitely the amount of monthly salary, the location of the school, the number of pupils taught, and whatever additional information may be either necessary or desirable.

The following tabular statement will show the aggregate number of schools in Alabama:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	78	95	4, 040
Sabbath	42	202	4, 658
Total.....	120	297	8, 698
IRREGULARLY REPORTED.			
Day and night.....	6	14	275
Sabbath	50	81	3, 858
Total.....	56	95	4, 133
Grand total.....	176	392	12, 831

Nineteen of the above schools are graded, including four of the high or normal grade.

Seventy of the day and night schools are sustained wholly or in part by the freedmen, and they own 13 of the school buildings. Thirty-six buildings were furnished by this bureau for the same purpose.

Of the 392 teachers employed 209 are white and 183 colored. Twenty of them received transportation from this bureau.

A monthly tuition fee, amounting in the aggregate to \$3,206 56 for the six months, has been paid by 1,919 of the pupils—a fraction over \$1 67 each.

The average attendance has been 3,147, or 77 per cent. of the enrolment.

For rents, repairs, and material for school buildings, during the last six months, this bureau has expended \$2,097 73; and the cost to all parties for the support of the above schools has been \$6,463 72.

MISSISSIPPI.

Brevet Major General Alvan C. Gillem, assistant commissioner; Captain H. R. Pease, superintendent of education.

Notwithstanding the remark in one of the superintendent's reports that he "has the Egypt of the whole country to operate in," the schools in Mississippi present most cheering and redeeming features. They of late constantly exhibit good condition and vigorous growth. Since our last semi-annual report the number of pupils under instruction has doubled, and since July 1, 1867, a year ago, the increase has been 94 schools and 5,187 pupils. At this rate every discouraging aspect must soon disappear, and the State stand among the foremost of our educational districts.

The assistant commissioner in his quarterly report ending March, says:

Considering the poverty of the people, and the little aid which the freedmen can give, the educational department presents very flattering results for the quarter last passed. Seventy-eight schools have been in operation during the quarter. Of this number 30 have been conducted under the auspices of the various educational and benevolent associations of the north. The number of teachers employed by these associations is 55. The number by

the freedmen 47; making a total of 102. The number of pupils who have received instruction is about 14,000, of whom 3,000 were adults instructed in night schools.

Sixty Sabbath schools, with an aggregate of 14,000 pupils, have also been in operation.

Temperance.—Through the instrumentality of the teachers, 30 temperance societies have already been organized, and measures are being taken to encourage a more general spread of this work.

The amount of expense incurred by this department for the months of January and February is \$3,500. For the month of March it is impossible to report definitely, on account of not having full reports from all the schools throughout the State. There has been a total expense for the quarter (including rents) of about \$6,615.

The freedmen have paid in tuition, donations for repairs and purchase of buildings, \$1,950.

In many localities where schools have been established the freedmen receive nothing but a bare subsistence for their last year's labor; yet, notwithstanding, the number of schools has been gradually increasing.

Buildings and teachers.—Great difficulty in procuring suitable buildings and competent teachers is experienced. Fifty more schools could have been established had teachers been procured who were willing to accept the allowance made by the bureau, and have taken the risk of collecting tuition from the freedmen sufficient to defray the balance of their salary.

Bureau help.—The benevolent associations have been unable to enlarge their work for want of means, and the prospects are that the bureau will have to sustain a very great proportion of the expense of conducting the schools in the State until the next year's crop is made available. Should this crop be as abundant as present indications promise, it is not unreasonable to anticipate a degree of interest and increase in this department proportionate to the prosperity of the people in other respects.

Interest of the whites.—In the more populous sections of the State a very commendable interest in the education of the freedmen is manifested by the whites, and at Columbus steps have been taken to procure an act of Congress granting certain lots in possession of the government for school purposes. A subscription of \$1,200 has been obtained for the establishment of a school of a higher grade than is now in operation in the State.

Domestic relations.—While there is at present very much in the condition of the freedmen to repay the labors of the past, and to encourage for the future, there is still much to desire. Although it cannot be expected that the customs of centuries of slavery can be annihilated in three years of freedom, it must be admitted that as yet too little impression has been made upon the immorality of the domestic relations of these freed people.

The superintendent in his report says:

Our work in this State is necessarily of slow growth. The terribly degrading effects of Mississippi slavery upon the whites as well as the blacks, together with the present impoverished condition of the freedmen, render it almost impossible to reach them with our limited means. In many places where we have organized schools, the teachers are obliged to do as is related in the parable of the feast, they "go out into the highways and hedges and compel them to come in."

The Friends.—The Ohio yearly meeting of Friends have applied to the assistant commissioners for aid to establish a training school at Jackson.

Manual labor.—From my observation, and it has not been of a casual character, the only practical method by which such an institution can be successfully carried on is to adopt the manual labor system. This will appear at once, when we take into consideration the fact that the freedmen are poor and unable to support themselves or their children at such an institution, and in all probability will remain in the condition to a greater or less extent for the next ten years. A farm of 15 or 20 acres connected with the above institution, the whole converted into a garden and fruitery, would, in a short time, with the ready market and with proper management, support forty pupils in a thorough course of study for the profession of teaching.

I am of the opinion that appropriations made by the bureau for establishing permanent schools of this kind are the most practicable expenditures that can be made, and when an enterprise of this kind is undertaken it should be done on a scale commensurate with the object to be attained. Such institutions, if properly managed, will do more to encourage the freedmen, break down the prejudice, and silence the clamor against the negro in his efforts to elevate himself, than almost anything else that can be done outside of protection by law in his person and property.

The schools conducted under the auspices of the several educational societies will close for a summer vacation about the first of July. I shall make an effort to induce the teachers of schools located in the healthy districts to remain during the season.

At the time of our writing we know that this effort proved successful, over 70 day and night schools having gone into operation for the summer. This speaks well for the energy of the superintendent, and the desire to learn among the freedmen.

The American Missionary Association have made special efforts in

all their schools to induce pupils to prepare themselves for teachers, and their efforts have been attended with marked success.

This State presents the following table of statistics :

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	127	128	6,253
Sabbath.....	80	-----	7,468
Total.....	207	128	13,721
IRREGULARLY REPORTED.			
Day and night.....	7	12	500
Sabbath.....	5	53	900
Total.....	12	65	1,400
Grand total.....	219	193	15,121

The average attendance of the above pupils has been 4,826, or over 77 per cent. of the whole number enrolled. Tuition is paid by 1,416 of them, aggregating \$3,996 20, or a fee of \$2 82 each.

Of the above schools 93 are sustained wholly or in part by the freedmen, and they own 17 of the buildings in which they are held. Fifty-four buildings have also been furnished by this bureau for school use.

Two of these schools are of the high or normal grade.

Of the whole number of teachers engaged, 124 are white and 69 colored, 20 of whom were furnished transportation by this bureau.

The expenditure by the bureau for this State, during the last six months, for rents, repairs, and material for school buildings, has been \$8,701 19. By all parties, \$6,022 95.

Ninety-four new schools, with 5,187 pupils, have been established since July, 1867.

LOUISIANA.

Brevet Major General R. C. Buchanan, assistant commissioner; Brevet Major Frank R. Chase, superintendent of education.

The school interest in this State, outside of New Orleans, encounters the disabilities of a plantation population, which can have but very little protection from the government, while within the city the severest form of organized opposition is experienced. The schools have some warm friends, and many who are indifferent to them, but a much larger number who regard the education of negroes with utter disfavor. Aid from northern associations has not been given to the extent it has in other States. Still the schools, so far as they are established and can be kept up, are prospering; and in New Orleans there can be seen some of the best colored schools in all the south.

A small aggregate increase during the year is observed in the attendance throughout the State.

The superintendent in his report for the month of January says:

Every exertion has been made to increase the number of schools and attendants throughout the different parishes, but, owing to the destitution of the freedmen, caused by failure of the crops last year and the unsettled location of the laborers for the present year, success is far from what would have been wished or anticipated.

The general complaint.—The freedmen make one general complaint, viz: that they are unable to pay for the education of themselves or children; and while most of them are anxious to have all the advantages of improving their race, they are totally unable to raise the amount of funds required for the support of the object desired.

Opposition.—In quite a good many localities there is opposition to the education of the colored people, and in no place outside the city of New Orleans is there any assistance given or arrangements made for their improvement by the State or local authorities, but rather, as a whole, the reverse.

The destitution of the freedmen brings them more completely under the control of the employer than ever before since their emancipation; and, instead of dictating any terms of compensation for their labor, in many portions of the State they are obliged to accept just what is offered, and are thus deprived of all possibility of advancing their children in knowledge.

I think that with greater effort on the part of some agents, at least two or three schools might be established in parishes now entirely without even a night or Sabbath school.

Schools in New Orleans.—The city schools are almost without change during the month, save in average attendance. But it is hoped that under the present city council the number of schools and teachers will be increased; for it is now not one-quarter large enough to accommodate the children in the city of proper age to be pupils.

Planters.—Some few of the planters (less than formerly) are willing to have schools opened on their places, and will assist the freedmen by encouragement and otherwise to maintain them, while some are more bitter than ever in their opposition to the education of the colored race.

It seems to be entirely impossible to obtain any assistance whatever from the benevolent associations at the north in this State. They all seem to forget that the freedmen of Louisiana are in any need; while, in fact, they cannot possibly be in a worse condition in any other of the southern States.

Normal school.—The normal school in the city of New Orleans was established February 15, 1866, with two departments and ten teachers, and with the other city schools was turned over to the city school board November 15, 1867.

Owing to the small number of pupils who were sufficiently advanced, it was impossible to make it exclusively normal. A primary department, therefore, with another teacher, was introduced. Quite a number of the normal school pupils advanced far enough to receive certificates, and were employed in the State as teachers.

Mulatto man.—One mulatto man, who began as a primary pupil in the above school, received his diploma, was sent into the country as a teacher, and was there elected a delegate to the late State convention, of which he was a prominent and efficient member. He is now a candidate for the State legislature under the new constitution. Several of the old pupils of the normal department are now engaged as teachers in the bureau schools, and are in almost every instance efficient. One of these pupils is now an ordained minister.

Colored teachers.—There is great difficulty in obtaining colored teachers, and in some places a white teacher cannot obtain board, except in the negro quarters. I could employ four colored teachers at once if they were to be found.

In February, the superintendent adds:

Twenty day and night schools have been discontinued for want of sufficient support by the freedmen, while 39 new ones have been established; a gain over last month of 19 schools, 17 teachers, and 1,355 pupils. With one exception in each case, the schools organized or discontinued have been in the country parishes; while those in the cities of New Orleans and Jefferson have remained in nearly the same condition—showing only a moderate increase in attendance.

There is little or no change in public sentiment among the white people, the schools (except in very few instances) receiving neither aid nor influence from them.

It is thought that no more schools will be discontinued for want of support, but that all now in operation will be continued through the present season.

White population.—The white population, except in the cities and towns, are even in a more deplorable condition than the freed people in regard to educational benefits. Very few schools can be found among them, except in families of the wealthy.

The prosperity of the public colored schools in New Orleans has been much retarded by the disordered state of affairs and the neglect of the city council to make the appropriations necessary for their support; and yet these schools are now densely crowded.

In March he says:

The number of schools throughout the State has increased more during the past month than could have been anticipated, knowing the impoverished condition of both whites and blacks.

The freedmen as a whole evince unprecedented perseverance in striving to get an education, depriving themselves of the comforts of life that they may be enabled to save enough from their wages to pay for the education of their children.

Sacrifices of teachers.—During the present year many of the teachers are performing their

arduous duties without present remuneration, as the laborers are working for a share of the crops, and nothing can be realized until the end of the year.

Many of the freedmen are cultivating small patches of vegetables, and with the proceeds paying the tuition of their children. In many localities the freedmen are too poor to support themselves and school their children, and have to keep every child in the field doing something to earn rations (corn-meal and pork) to keep them from starvation.

In some of the parishes the freedmen think that after the coming election, free schools will be established in each neighborhood, books furnished, and everything needed supplied. This feeling destroys all present interest, and is accounted for by the fact that political speakers have made fabulous statements about schools, the distribution of lands, money, &c., which are very hard to refute, as the ignorance of the race makes an argument of but little value.

In other parishes the bitterness of the whites, and their opposition to the education of the freedmen, are so great that schools could not be established, unless directly under the protection of military force. The freedmen in these localities are not permitted to hold meetings of any kind, either during the week or on the Sabbath. But after all, the greatest hindrance to schools is the want of funds to pay the salaries of teachers.

From the assistant commissioner's report we take the following extracts, which give a sample of the state of things in the parishes:

West Baton Rouge and Iberville.—The condition of schools seems to be slightly improving. One new school commenced operations on the first of the month, and more will follow, as the freedmen begin to realize some of their monthly wages.

St. Mary's.—There are nine freedmen's schools in operation, with an aggregate attendance of over 300 pupils. The freedmen take a deep interest in educational matters.

St. Landry and Calcasieu.—No schools have yet been established, nor can I get the freedmen to take any interest in the matter.

Rapides.—Eight schools are now established in this parish, all of which are succeeding very well.

Winn.—No schools have been established, the freedmen preferring to have their children taught by their employer's family, which is done in a great number of cases.

Jackson.—No schools have yet been started, but strenuous efforts are being made by the people to that end.

Tensas.—One more school has been reported, making two now in operation in the parish.

Bossier and Caddo.—The schools in this parish are doing considerably better than formerly.

St. Charles.—The general condition of the schools is improving.

Assumption.—The children are coming in rapidly, and their parents take considerable interest in their education.

Terrebonne.—The attendance of scholars is improving. The Houma school has 135 pupils in regular attendance. One new school has been established during the month.

Lafourche.—The freedmen take a deep interest in education. There are between 300 and 400 children in the schools where three months ago there was not a single pupil.

Orleans and Jefferson.—Upwards of 380 pupils attend the colored schools daily.

Plaquemines.—The two schools now in operation in this parish are well attended. Two more will be established as soon as teachers can be found to take charge of them.

St. Helena.—There are no schools in operation in this parish on account of the extreme poverty of the freed people.

Livingston.—Little or no interest manifested in educational matters.

Washington and St. Tammany.—Four schools are in operation in these parishes, all of which are in a thriving condition.

East Baton Rouge.—The schools are increasing in attendance, and if more support from the bureau could be obtained would increase more rapidly.

East Feliciana.—New scholars are being added to the number already in attendance, and I think that in a few weeks two more schools can be opened.

West Feliciana.—A great disposition is manifested among the freed people to aid in establishing and supporting the various schools in the parish.

Vermillion.—The freedmen are generally too destitute to support schools, and live in hopes that free schools will soon be started.

Natchitoches and Sabine.—Four schools are in active operation, all carried on by the tuition system.

Union and Morehouse.—One school in operation, which is in a flourishing condition.

Concordia.—But one school is in operation; another will soon be started, to be supported out of the parish school fund.

De Soto.—The interest in educational matters has completely died out, and the schools are consequently at a stand-still.

The commissioner concludes his report for April as follows:

The great obstacle to education is not the opposition of the whites thereto, but the want of means to support schools. Suitable teachers, however, are reluctant to engage themselves without they have their salaries guaranteed. About \$16,000 is already due them for services

rendered during the years 1866-'67. This indebtedness should have been paid from the five per cent. tax, but the failure of the crops has prevented this from being generally collected. Many of these teachers are in very destitute circumstances, and have others depending upon them for support. Under authority I have used \$985 of the "conscript fund" in paying six of the female teachers who were among the most needy.

Notwithstanding all these disadvantages, the tri-monthly reports of the agents show that the schools are flourishing in 27 out of the 43 parishes.

Southern teachers.—Of the 231 teachers employed in this State during the month of May only 8 or 10 are of northern birth, the remainder having been born and brought up in the south. Compelled by necessity to adopt this method of obtaining a livelihood, they exhibit a commendable zeal in the performance of their duty.

The superintendent reports the following:

Taking the whole State together, the attendance at the schools is gradually increasing. But in nearly all portions of the State there is a lack of means, many of the freedmen being scarcely able to obtain sufficient food to supply the necessities of life.

Opposition.—In some portions of the State the bitter opposition by the whites makes it impossible to establish or sustain schools when opened. In fact, after two years' experience, I believe that if the matter of establishing schools for the freedmen was left to the vote of the white residents of each one of the 43 parishes in the State of Louisiana, not five parishes would give a favorable majority, and many parishes would give an almost unanimous negative. The public sentiment of the whites of this whole State towards education of the freedmen is most decidedly in opposition to it.

One school in Morehouse parish has been broken up by white citizens, who threatened the teacher with "cow-hiding, tar and feathers, hanging, &c., if he did not quit teaching niggers." Such is the sentiment in northern and northwestern Louisiana. This teacher was wise to discontinue his school, upon finding that the citizens made these threats in earnest, and knowing that they would not hesitate to kill "nothing but a nigger teacher," as they had killed Franklin Sinclair, near by, only a few weeks before.

Rev. H. Simms, (colored,) at Bastrop, opened a small school, but was driven off by the white citizens, and his school broken up. His personal property was all destroyed and he barely escaped with his life. Previous to this he had been obliged to discontinue his Sabbath services outside the town, as the white citizens would not permit him to preach, or allow the colored people to attend religious service on God's holy day. After Mr. Simms escaped from Bastrop he made his way to Monroe, Ouichita parish, where his family joined him as soon as practicable.

The colored people at Monroe have closed their church, (which was formerly used for school purposes,) as the threats and hostile demonstrations of the whites were so bitter that the colored people feared the church would be burned. To save the building from destruction they have temporarily abandoned it and now occupy the "cabin" for both church and school.

I would respectfully recommend that troops be sent to Bastrop, Monroe, and Holmesville, for the purpose of protecting teachers and their pupils.

Mr. John Collins, principal of one of the New Orleans public colored schools, attempted to hold an exhibition May 19, but was hindered by the police, because he had no permit from the city authorities, he understanding that none was required for public schools. On applying at the City Hall for the necessary permit, which is always granted to the public white schools, free of charge, he was told that no permit would be given without the payment of a fee of \$15, colored schools not being recognized as entitled to the same consideration as white schools. He demanded and at length obtained the permit free.

A few weeks since, while Mr. Collins was quietly walking home from his night school, he was severely stabbed with a dirk knife, the blow being accompanied with savage curses.

Bureau schools.—Shreveport free school is prospering finely and has a good regular attendance.

A new free school was opened on May 1, at Franklin, and being under an experienced teacher will undoubtedly prove a success. Both of these schools are entirely supported by the bureau, the teachers being paid from the interest of the "Rost Home Colony Fund."

Examinations.—A full inspection and examination of the public colored schools of the city of New Orleans gives the following results: Chartres street school for boys, two departments, with an aggregate attendance of 180 pupils. This school is one of the oldest in the city. I heard excellent recitations in reading, United States history, geography, written arithmetic, grammar and spelling; and a neater set of copy books I never saw in any school.

Union street school for girls, two departments, with an attendance of 172 pupils. This is in a badly ventilated and poorly adapted building, and is densely crowded. The order is fair and advancement very good, but the instruction is not as thorough as I could have wished.

Girod street school, for both sexes, four departments, 230 in attendance. This building is comfortable, except that the rooms are small. The instruction is thorough and order fair.

La Harpe street school for boys, two departments, 122 pupils in attendance. The teachers seem to be laboring faithfully, and the pupils are making some progress, though I am obliged to report that the order and discipline are not good. Some allowance should however be made for the class of scholars here, which I believe to be the hardest in the city.

Roman street school for girls, a branch of La Harpe street school, two departments, 115 pupils in attendance, is under good discipline and making rapid improvement.

Rampart street school, for girls, five departments, 337 in attendance; building bad as to ventilation, and rooms small and densely crowded. General department of the school fair and good advancement is being made.

Dumdine street school, for both sexes, two departments and 221 attendance; densely crowded into one poorly constructed room built by the colored people for church purposes. The teachers are experienced and faithful, and seem to be accomplishing something, even under stupendous disadvantages.

Custom-house street school for boys, five departments, 221 attendance. The building accommodations of this school are excellent, and under an experienced corps of teachers. The pupils are making commendable improvement.

Gravier street school for both sexes, three departments, an attendance of 285, with three colored teachers. This is one of the best schools in the city; instruction thorough, and discipline excellent. In this school I listened to an admirable display by the pupils of vocal music, which is daily taught by the principal.

Gravier street school for both sexes, two departments, 182 pupils in attendance. The accommodations for this school are fair, the order good, and advancement rapid; but instruction is not as thorough as desirable.

Common street school for both sexes, two departments, an attendance of 165. Some of the best scholars in the city are to be found in this school, it being one of the oldest established.

Howard street school for both sexes, five departments, an aggregate attendance of 350. All the departments are held in a single room, the basement vestry of a church, not capacitated to accommodate comfortably over 175 pupils. Notwithstanding these disadvantages this school has assumed an appearance reflecting much credit upon the principal and her able assistants. It is really an example of what can be accomplished, even under the most adverse circumstances, by active and energetic teachers.

Dryade street school for boys, four departments, 166 pupils in attendance. This school has fair building accommodations and a good force of teachers, under whom it presented a very good appearance.

Dryade street school, for girls, three departments, attendance 180. The same remarks may be made of this as of the last, save that the rooms are a little more crowded. Withal it is a good school.

Sixth street school for boys, two departments, attendance 62. This school is pleasantly situated, and under experienced teachers is making swift progress.

Fulton street school for girls, three departments, attendance 128. Too much praise can hardly be given the teachers of this school for what they are accomplishing. The building is comfortable.

Erato street school for both sexes, two departments, attendance 129. Both teachers are able and experienced. One class of girls, though not as far advanced as some, was by far the best class I have examined. The studies were written arithmetic, No. 3 Geography, and reading in the Fourth Reader.

St. Mary street school for boys, two departments, 87 pupils in attendance. This being one of the schools first established by the bureau for orphan children and those of indigent parents, and still largely composed of the same classes, has not yet attained as high a degree of scholarship as may be found in most of the others; but as far as thoroughness of instruction, skill in management, and tact in governing are concerned, this is the *model school*.

Recapitulation.—18 schools, 52 teachers and 4,403 pupils.

It will be seen that the average is nearly 85 pupils to the teacher, and as no one person can successfully conduct such a number, even in a graded school, it will be observed that this is the greatest hindrance to their complete success. Poor and inadequate accommodation as regards school rooms is another serious drawback.

The teaching force is excellent, with few exceptions. I do not believe that the same number of persons, without special selection, can be taken from any public schools in the United States who will bear a higher per cent. of qualifications.

Testimonial to the directors.—In justice to the city directors I will say that neither upon this or any other former visit to the schools have I discovered that they intended or desired in any particular to avoid the fulfilment to the very letter of all the articles of agreement entered into by them with the general superintendent of education, upon the transfer of those schools by the bureau to their board. I am credibly informed that it is not their fault that more schools are not established and more teachers supplied; but of the authorities, who have neglected to make the necessary appropriations.

I have ever found the assistant superintendent actively employed, and doing everything possible for the schools.

The following facts, all occurring in a single month, were forwarded by an officer of the bureau, who was specially directed by the assistant commissioner to gather them:

Chapter of outrages.—In compliance with instructions of June 3, directing me to report

all cases of outrage on teachers, the parishes in which the same occurred, and by whom committed, for the month of April, 1868, I have the honor to submit the following :

The murderer of Franklin Sinclair, as reported to me, was a man by the name of Payne. Judge Shannon, United States commissioner, has had him arrested and brought to this city for trial by the United States court.

The assistant sub-assistant commissioner of Orleans and Jefferson parishes reports that Miss Jordan's school at Gretna has been entered ; that the walls were covered with obscene pictures and language, and threats against the teacher.

She is often insulted on the ferry and streets, while going to and from her school, by boys and men whom she passes, and who make vulgar remarks for her to hear. She is required to pay twice as much fare as teachers in the white schools who cross on the same ferry.

Miss Jane Morton, teacher on Labranch plantation, reports that the overseer has treated her badly, threatening to turn her school out of the house and keeping the hands who go to the night school so late that they cannot attend school regularly, thus reducing her salary. After promising to collect from the hands thirty dollars per month for her, since the first month, (March,) he has refused to collect anything, although his laborers authorized him to retain that amount from their monthly wages.

Mr. Collins, assistant sub-assistant commissioner of Avoyelles parish, reports :

The school at Holmesville, in charge of Mr. Hilton, is to close to-day on account of the house now occupied being refused by the owner of the plantation, Mr. Rogers, because the teacher and patrons of the school voted at the recent elections, contrary to his (Rogers's) wishes. In Marksville it has seemed necessary by the colored people to entirely suspend their night school, a variety of devices having been posted around town and on the door of the school house by the "Ku-klux Klan." The people are afraid to be outside their houses after dark.

The agent of Claiborne parish reports :

I am doing all I can to establish schools in the parish, but am opposed by every means available by the white population. I have called or held one school meeting for the purpose of getting schools started through the parish, and for this my life has been threatened at least a dozen times.

Mr. McLemon, teacher of the school at Mary, Sabine parish, reports that he has been teaching under the greatest opposition.

His own children have been turned out of the white school there, and the people have often threatened to burn down the school-house built partly by the bureau. He reports that every threat was made that could be to intimidate the colored people from sending their children to the school, and also that his own life was several times threatened.

The school broken up in Rapides parish was a small private school near Cherryville, not reported to me by the agent ; therefore I cannot give the name of the teacher. This teacher had been several times notified to leave.

The two teachers, Emmerson and Linden Bently, appointed by this office, April 8, to open a free school in Washington and Opelousas, St. Landry parish, decline to accept the appointment in the following words : " We shall be compelled to decline &c. * * * The public feeling is so bitter that any man who takes charge of a public school does so at the peril of his life."

It is impossible to furnish the names of all who commit outrages upon teachers, or who oppose the establishment of schools. Many occurrences are reported to me by those who dare not give the names of the perpetrators, as in that case their own lives would be in danger.

The following tabular statement will show the present number of schools :

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night	165	185	8, 159
Sabbath	52	154	3, 007
Total	217	339	11, 166
IRREGULARLY REPORTED.			
Day and night	60	88	2, 586
Sabbath	46	116	3, 780
Total	106	204	6, 366
Grand total	323	543	17, 532

Twenty-four of the above schools range in grades from 1 to 4.

Of the 543 teachers at work in this State, 252 are white and 291 colored.

The average attendance of the pupils has been 6,765, or nearly 83 per cent. of the whole number enrolled. An average tuition of \$9 72 per scholar has been paid by 2,461 of them, amounting in the aggregate to \$23,923.

The freedmen sustain wholly or in part 158 of the above schools, and own 20 of the buildings in which they are held. This bureau has furnished 61 buildings for school purposes.

The amount expended by the bureau for rents, repairs, and materials for school buildings in Louisiana during the last six months has been \$3,454 99, and the amount by all parties, \$27,378 99.

Two hundred and thirty-six more pupils are reported than the highest number of 1867.

TEXAS.

Brevet Major General J. J. Reynolds, assistant commissioner; Joseph Welch, superintendent of education.

The schools in Texas are on the whole flourishing, though from the first they have suffered temporary reverses. One of these, the last year, continued to be seriously felt during the first part of the six months we are reporting. As the season advanced, however, there was an improved condition of things, and the close of the term shows a very large increase of attendance upon all the schools.

The facts, which should be understood, are clearly stated in the following correspondence. On the 29th of February a despatch was sent by the Commissioner to General Reynolds, inquiring the reason for the diminished attendance in the schools, to which the following reply was made:

GENERAL: I have the honor to acknowledge the receipt of your communication of the 29th ultimo, asking for the reasons of the diminished attendance in our schools.

The reasons can be briefly given. In the years 1865 and 1866 the schools for freedmen in Texas were self-sustaining, the cost of instruction being defrayed by tuition fees, which were necessarily heavy and debarred many of the poorer class from school privileges.

A considerable fund having meanwhile accrued from the rents of confiscated property and other local sources of income, it was ordered by the Commissioner, in January, 1867, that this fund should be expended for support of teachers.

A salary, ranging from \$25 to \$40 a month, was accordingly paid each teacher, the tuition rate reduced to a nominal sum, and the schools thus made substantially free. Under this stimulus, throughout the spring and early summer of 1867, our schools made a great advance, growing continually in numbers and improving in quality.

The first great blow at their prosperity was struck by the epidemic, which wasted the whole seaboard of the State from July until November, and paralyzed all educational activity.

In November of last year scarcely one-tenth of the schools continued in operation, some of the teachers had died, and many who had left the State declined to return.

At the same time the fund for payment of teachers was exhausted and largely in arrears, with no available means of replenishment. It became a necessity, therefore, to resume the self-supporting plan and largely increase the expense of instruction. As the earnings of the freedmen for the season were small in consequence of the low price and small yield of the cotton crop, the augmented rates of tuition caused the withdrawal of many pupils.

December being the month of transition, the lowest point of educational depression was reached. Every succeeding month has shown a marked and rapid school growth.

In June the superintendent gives a brief review of school matters throughout the State, as follows:

A year ago there was reported a total of 2,975 pupils in day and night schools, and 2,182 in Sabbath schools; making in all 5,157 scholars under the supervision of the bureau. In the previous winter the assistant commissioner, Major General Kiddoo, had adopted a "free

school" system, supporting the teachers by funds in his possession. This seemed to promise, under his successor, to reach as nearly as possible the entire scholastic population under the care of the bureau.

But the picture drawn in the June report of that year proved a dream; for, notwithstanding the fact that with but three exceptions the teachers of the American Missionary Association returned north at the close of June, the money at the service of the assistant commissioner for tuition purposes was exhausted, and the schools were thrown upon the resources of the freedmen.

This, following a partial failure of the crops and the terrible scourge of the yellow fever, produced a distrust and dissatisfaction.

The report for September showed only 268 in attendance upon day and night schools, and 160 in the Sabbath schools.

From this point the schools began to rally, and reported in January last 488 in the day and night schools. The growth from that date has been regular in the number and size of the schools, and we now report for the month just closed 1,718 in day and night schools, and 1,994 in Sabbath schools.

Support of schools.—We have adopted the system of making the schools self-supporting; though, in case of evident inability, a partial support is afforded from the funds of the bureau; but care is taken not to promise nor commence the payment of more than can be continued if needful, until the State shall assume the control and support of the schools. This will relieve us, we hope, from the contradictory administration and varying fortunes which have proved so baleful in the past.

Commendation of teachers.—I take this opportunity to acknowledge the eminent services of the teachers furnished by the American Missionary Association. Without a single exception they have proved competent and faithful, and though assailed, both by the disloyal press and the community at large, with the vilest falsehoods and slanders, they have performed their thankless duties with untiring fortitude. It would be in a measure not so surprising if the above treatment were confined to the ignorant or disloyal; but such is not the case. The intelligent and those who profess loyalty to the government and its measures, and a desire for the education of the freedmen, are among the traducers of the fair fame of those engaged in the work, and scarcely an instance can be found where those who are so loudly advocating the elevation of the race and equality before the law, will either countenance or permit their families to associate with those sent by our missionary societies to do the very work they advocate. The improvement in public opinion on this subject, which I have noticed reported from time to time, I find to be very shadowy and unreliable.

Treatment of teachers.—We have an instance or two in point in our own immediate vicinity. A teacher had been applied for at Georgetown, about 24 miles from this city, where a school-house was prepared and a home provided. One was sent, (a white lady,) but had been there only a short time when she was expelled from her boarding-house and was unable to obtain another. She also received insulting letters from some of the citizens, and was compelled to apply for personal protection to the sub-assistant commissioner.

A few miles from Georgetown we had a prosperous school at Circleville. As the teacher was a colored lady she was in a position to be safe from personal insult; but the school-house was burned down and she compelled to return home. These were the effects of public opinion.

With the exception of the schools at Houston, which for special reasons will be suspended for the months of July and August, we are carrying them forward without vacation.

It is probable that there will be some diminution in the attendance during the fall, as the crops are very promising and many of the pupils will be called upon to aid in gathering them.

Teachers and yellow fever.—Among the most efficient of our teachers is Mr. George C. Booth, who remained at his post during the epidemic of last year. I take great pleasure in thus noticing his services, as he maintained his position surrounded by the prevailing distress. He still continues indefatigable in his labors. In this connection permit me also to mention the Misses E. M. Evans, Dayton, and Foster, who have remained in the State since their arrival early last year, going through the period of yellow fever, and have devoted themselves faithfully to their mission.

The superintendent concludes:

Our principal difficulty is to procure a supply of competent teachers; as, owing to our distance from missionary societies and the disturbed and uncertain condition of the State, I have not felt warranted in applying for teachers from the north. Our schools are at present supplied by those who are permanently located here, an increasing proportion being colored persons.

An inspector reports:

The condition of the schools for freedmen in eastern Texas is not prosperous. The disposition of the whites is averse to their organization, and in the few localities where they have been tolerated the poverty of the freed people has been so great as to render it impossible to secure scholars enough to support a teacher.

The statistical reports from the State give the following:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	41	37	1,718
Sabbath.....	26	-----	1,994
Total.....	67	37	3,712
IRREGULARLY REPORTED.			
Day and night.....	35	44	886
Sabbath.....	13	32	875
Total.....	48	76	1,761
Grand total.....	115	113	5,473

The average attendance of the pupils in the above schools has been 1,476, or within a fraction of 85 per cent. of the enrolment. One thousand and forty of them have paid tuition, amounting in the aggregate to \$1,629 42, or a little over \$1 56 each.

Forty-five of the above schools are supported wholly or in part by the freedmen, and they own 17 of the school buildings. Eleven buildings for school purposes have also been furnished by this bureau.

There are 113 teachers reported in charge of the above schools, 65 of whom are white and 48 colored.

This bureau has expended during the last six months for rent, repairs, and material for school buildings, \$4,100 56. The cost to all parties for the support of the above schools has been \$5,729 98.

We take the liberty of calling special attention to the wants of this distant State, especially to the great difficulty in obtaining teachers, owing to the uncertainty of support. There is also need of books for gratuitous distribution, as many of the people have no means, and in some sections where they have, there is not much disposition to purchase. The general testimony on the part of the agents is, that either the government or benevolent societies must continue the care of the education of the freedmen in Texas, at least until provision shall be made for them by the State.

ARKANSAS.

Brevet Brigadier General C. H. Smith, assistant commissioner; W. M. Colby, superintendent of education.

In Arkansas an effort has been made during the last term to provide as many school-houses as possible, which, as soon as finished, are occupied by flourishing schools. The remaining destitute portions of the State have been canvassed recently, with reference to expending the appropriation of the present year for the same purpose. This effort is to be commended, for whenever a school-building in a right location is erected a school is almost sure to follow.

An efficient superintendence is continually producing enlarged results in this State.

In January Mr. Colby reports :

There has been a large falling off in the amount paid by the freedmen for the support of the schools. The condition of their finances, present and prospective, leads me to anticipate improvement in this respect during the present school year. This will operate to hinder any very marked enlargement of the work. For another year, at least, the schools already established will have to be maintained by foreign aid.

One hundred and seventy-five miles by wagon.—Two competent lady teachers, sent by the American Missionary Association to the extreme southwestern part of the State, passed hence to their destination, 175 miles by wagon, through some of the wildest portions of the State. The amount of fortitude and heroism requisite to the performance of such a journey by ladies, unattended, can scarcely be conceived by persons who have never travelled west of the Mississippi river.

The school at Pine Bluff opened with 5 pupils, and increased to 63 at the close of the month, with a fair prospect of reaching 100. The prime cause of so small an attendance at this school at first was the poverty of the colored people.

Schools at Washington and Helena are flourishing, though the attendance is not large, for reasons already stated.

In Little Rock there have never been so good instruction, classification, and discipline as exist at the present time in the union school. The school is rapidly filling up. The school-board hold regular semi-monthly meetings, and take excellent care of the school building. A series of educational meetings have also been held and the people addressed on the subject of education by some of the leading men of the State.

Normal class.—There are no normal schools, properly so called, in the State, although there is in the higher department of the union school in this city (Little Rock) a normal class, which it is hoped will speedily grow into a normal department.

I learn that it is the intention of the friends to eventually convert their asylum near Helena into a normal manual-labor school.

Temperance.—A circular letter has been sent to teachers, urging the organization of juvenile temperance societies among pupils of the schools, and calling attention to the importance of training them to habits of sobriety and self-control. Direct personal effort has also been brought to bear toward the same end.

The superintendent the following month gives a detailed account of all the schools:

Five additional schools are reported, and the enrollment, regularly reported, has increased from 660 to 1,162, or 85 per cent.

A very fine school site has been secured at Camden, near an unfailing spring of water, on which it is proposed to erect a good school-house. In a personal interview with the mayor of the town I was assured the enterprise would receive his moral support.

At Helena the union school and the asylum school are both large and well managed by competent teachers. Pupils recite promptly, are manifestly under good discipline, and the teachers inform me they are improving in manners and conduct. The school-house at the asylum is a shabby affair, and, should the friends desire, it would be good policy for the bureau to join them in erecting a good one, as fifty or more children from surrounding plantations can be well accommodated here.

Both of the teachers who went to Sevier county last month have reported by letter, and one otherwise. They are at work with the assiduity, patience, and hopefulness only possible to Christian women.

Arkansas county.—No schools nor school-houses are now in the county. The agent states that it would be futile to make any effort to school the freedmen at present. They are not located, and there is no money in the country. If the freedmen were located, a dozen schools of 30 or 40 pupils each might be maintained; but the entire support would have to come from abroad.

Northern aid will be needed till common schools are established for all classes.

Crittenden county.—It is not possible for the colored people to do much for sustaining schools, owing to their poverty.

White people generally admit the necessity of education, but seldom give material aid. Additional schools would have to be sustained wholly by foreign aid.

Night schools for adults are not practicable. Nothing can at present be done by the bureau to educate the children of poor whites.

In April he adds:

While all the schools are in a healthy condition, those recently established in the southern part of the State are prospering beyond precedent. The school at Camden has reached a maximum of 129 members, nearly all of whom pay one dollar per month tuition.

Tuition.—For the whole State the tuition paid by the freedmen is nearly 40 cents per month for each scholar in actual attendance. Under the circumstances this is a liberal support of schools, and indicates what these people would do were the seasons propitious and labor suitably rewarded.

The new school building at Pine Bluff is an ornament to the city, and is kept in excellent condition by the teachers and school board. The walls and furniture are unmarred, and the grounds are being ornamented with shade trees. The good behavior, attention, and scholarship of the pupils speak well for the patient and pains-taking instruction of the teachers. The school and building in all their parts would do credit to a New England village.

We are glad to receive from Mr. Colby an abstract of reports from sub-assistant commissioners and agents, made on blank No. 4. But the details are too extended for insertion here. It is desirable that we obtain a similar abstract of the reports on this new form from all the superintendents.

In his final report for May and June he says:

Several agents have reported more or less progress in securing school-house sites. In Fulton county two lots have been secured, one for a freedmen's and one for a refugee school, and the former class have raised \$50 and the latter \$150 toward a school building. At Marion, Crittenden county, a site has been secured, and \$150 subscribed toward a building. Agents in Arkansas and Mississippi counties state that the prospects for obtaining sites on which to build school-houses are quite flattering.

Although in the present depressed condition of freedmen's finances it is difficult to raise money among them for school purposes, it is even more difficult to obtain clear titles to school sites, nearly all the lands of the State being encumbered.

Contracts have been made for the erection of school-houses at Camden, Arkadelphia, Lewisville, and Fort Smith. They will be completed in time for the fall term of school. The house at Batesville is at last approaching completion, and will be dedicated in June.

The Friends have appropriated \$1,000 toward the erection of a school-house at the orphan asylum near Helena, and have signified their willingness to deed one acre of ground, on condition of receiving aid from the bureau. I know of no point in the State where a small appropriation would do more good.

Ku-klux.—While reports from the several counties seem to indicate a more favorable feeling toward the schools, I have to report the burning by the "Ku-Klux" of a building at Ocoola, Mississippi county, used as a freedmen's school-house and church. A Sabbath-school is now held under a tree near by.

All schools under the control of the educational aid societies will close on the 26th of June for a summer vacation of three months. At several places there will be appropriate public demonstrations at the close of the term. At Camden a fair will be held to raise funds to improve the school grounds.

Thirty-five destitute localities are reported to me where schools might be established if means were furnished. It is estimated that 1,445 pupils would attend the above schools. The freedmen can contribute nothing to the support of new schools the present year; hence, the entire expense of carrying them on will have to come from without. Forty-two school-houses are needed, including those now building.

Public sentiment is reported as "not fully developed," "indifferent," "favorable," "not favorable," "less favorable," "better," "permits education of freedmen," "no objection to schools," "whites oppose the education of blacks," "better classes favorable," &c. One agent says, "loyal men favor the education of all classes, and rebels oppose." Another, "public sentiment is opposed to education that costs the public anything."

The truth is, there is always a manifest opposition to schools when first established. Previous to this the feeling of opposition is dormant, and subsequently, if the school is successful, active opposition ceases, and public sentiment is reported "favorable." But the courtesies of civilized life are continually withheld from teachers whose education, moral worth, and true refinement, render them incomparably superior to those who profess to despise them.

Unable to write.—Both myself and my assistant spent 10 days in ascertaining from the precinct registration books the number of voters in the State, white and colored respectively, who are unable to write their names. The facts obtained are that 30 per cent. of the white voters, and 50 per cent. of the entire voting population of the State, are unable to write their own names. I will not comment upon these facts as indicating the condition and wants of the people.

The schools under the control of northern teachers closed on the 26th. Public examinations were had the last week of the term, attended, to some extent, by parents and citizens.

The scholarship and discipline in the schools at Pine Bluff and Washington are really commendable. Some of the more advanced pupils will teach during the summer vacation, and thus acquire the means to enable them to prosecute their studies again in the autumn.

The school-house at Batesville has been completed and dedicated. Many of the white citizens manifest a lively interest in the enterprise. The freedmen have put a neat fence around the grounds and whitewashed it.

Reports have been received from 12 agents.

It is estimated that \$50 a month could be raised by the freedmen in one place, and \$30 in another, toward the support of a school; but in other localities only a very small per cent. could be raised, and in most neighborhoods nothing.

The prevailing public sentiment in regard to educating the colored people seems to be to permit the northern aid societies to do it at their own expense; but in some of the darker corners even this privilege is denied.

It is thought that foreign aid will be needed from eight months to two or three years in carrying on these schools.

The State furnishes the following statistics:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	18	33	1,292
Sabbath.....	17	72	1,647
Industrial.....	1	-----	135
Total.....	36	109	3,074
IRREGULARLY REPORTED.			
Day and night.....	9	10	245
Sabbath.....	9	29	435
Total.....	18	39	680
Grand total.....	54	148	3,754

The freedmen support wholly or in part 18 of the above schools, and own four of the school buildings. The bureau has furnished 10 buildings for school use. The average attendance of the pupils has been 1,025, or 79 per cent. Tuition has been paid by 552 of them, amounting in the aggregate to \$1,944 04, or \$3 52 each.

Of the whole number of teachers, 80 are white, and 68 colored, eight of whom were furnished transportation.

The expenditures of the bureau for rents, repairs, and material for school buildings, has been \$469 10. The total cost to all parties, \$6,165 40.

TENNESSEE.

Brevet Major General W. P. Carlin, assistant commissioner ; Brevet Lieutenant Colonel James Thompson, superintendent of education.

The schools in this State have been on the increase during the year, and show many indications of high prosperity.

The assistant commissioner, in his report for February and March, says:

The contributions of the colored people during the month of February amount to over \$1,100. I have promised aid to their schools frequently on condition that they would contribute a small portion of the cost in labor or money.

The gain in the number of pupils attending the freedmen's schools in March throughout the State was unusually large.

The agent at Johnsonville reports a new school opened, the building and teacher supplied by the bureau.

At Clarkesville also the colored people want schools provided for them by the bureau.

No schools.—The agent in Lauderdale county reports:

There are no colored schools in this county, and a very strong prejudice exists against organizing any. Men claiming to be loyal give it as their opinion that schools would be injurious to the race; that the more ignorant they are the better they work; that in propor-

tion as they increase in intelligence the more insolent, lazy, and worthless they become. These men are opposed to using the public money for colored schools so long as they, and a majority of the whites, are too poor to educate their own children.

In April the commissioner reports:

The schools have been successful throughout the State, and the number of pupils and teachers has increased through the aid given by the bureau.

The sub-assistant commissioner at Knoxville says:

The school-houses at Mossy Creek and Greenville will be ready during the coming month. Lots have been secured at Jonesboro and Rogersville, and I succeeded in making arrangements by which, I am satisfied, school-houses will be built at both places by the 1st of September next.

The prejudice heretofore existing at the above points to the establishment of colored schools has, in a great measure, passed away, and many of those who were most bitter in their opposition are now friendly to the work.

From the Memphis sub-district the agent reports:

The colored schools in this district during the past month have been very successful. Public sentiment towards them is, as a general thing, improving. There are, however, many sections where the greatest bitterness to the system still exists, and every now and then exhibits itself in attempts to break up the schools.

School-houses burned.—On the night of April 16, 1868, the freedmen's school-house at Carthage was burned by incendiaries. This house was, in part, built by the bureau.

Numerous repairs of school-houses have been made by the disbursing officer during the month.

Inspections at Memphis, Knoxville, Chattanooga, Winchester, Murfreesboro, Shelbyville, Wartrace, and other points, were made during the month, and the reports in regard to schools are nearly all favorable.

It is deeply to be regretted (says the assistant commissioner in May) that during the month hostility to colored schools has manifested itself, and that teachers in the country towns have been insulted and shamefully outraged. This is especially true in regard to the schools at Somerville, Saulsberry, and Pocahontas.

Brutal outrage.—On the 16th of May, L. S. Frost, a white teacher, was taken at night from his room by a mob of disguised young men, and carried to a field near by, choking and beating him all the way, flourishing their pistols over his head, and threatening to kill him instantly if he did not cease resisting. They made him promise to leave on the next morning. They then blackened his face and portions of his body with paint, composed of spirits of turpentine, lampblack, and tar, and released him. From 12 to 15 persons were engaged in this outrage, many of whom were recognized by Mr. Frost, but no action against them was taken by the civil authorities. The arrival of a bureau agent, however, frightened the people, and, in order to prevent troops from being stationed in their town, they assembled and passed resolutions condemning the outrages against Mr. Frost, and promising that such conduct should not be repeated so long as the school was conducted to their satisfaction. They seemed to consider that this resolution displayed wonderful condescension.

Schools have been opened at Dyersburg and Union City with the aid of the bureau.

The sub-assistant commissioner reports:

The schools in Nashville and Middle Tennessee, generally, are very prosperous in regard to numbers and results. These schools are all, or nearly all, free to the colored people, which, of course, accounts for their general attendance.

The authorities are making some efforts towards establishing schools to be supported by the State.

The superintendent, in his annual report, remarks:

There is good reason to believe that the State authorities will sustain a portion of the schools during the ensuing year.

Great improvement has been made in public sentiment with regard to colored schools in this State during the past year. Teachers who "walk circumspectly" and have "eye single" to teaching, are more generally respected.

State law.—The State law establishing public schools is beginning to be enforced more extensively and successfully, and great progress in educational matters generally has been made during the past year; due, under a kind Providence, to the efficiency of the bureau authorities, to the fidelity and capacity of the teachers, and to the energy of the State superintendent, General John Eaton.

It is respectfully suggested that the main work to be accomplished by the educational branch of the bureau is to aid in putting into full operation the common-school law of the State.

Trained teachers.—A large corps of well-trained and accomplished teachers would soon bring public sentiment up to the point of establishing and sustaining schools. The colored

normal schools should therefore be aided largely and generously. Assistance should also be given to the colored people in erecting or renting school-houses in localities where it is impossible, at present, on account of hostility of public sentiment, to secure the benefit of the State law.

The assistant commissioner sums up as follows:

The whole educational work of the bureau is in a healthy and prosperous condition.

A few schools have been put in operation under the State school law, and the teachers in part paid out of the school fund collected from the people of the State. But the school law, as well as all laws in this State, are difficult to execute in consequence of the disfranchisement of the people who have the greater portion of the taxes to pay. Whether the State laws are carried into effect generally or not, it is certain that in one way or another the colored people will have a fair share of schools, as teaching is the principal field open to the labors of such persons as have the advantage of education. There is now a steady increase of schools taught by colored teachers.

The most important work of the bureau during the past year has been the erection and repair of school buildings, the employment of teachers and the promotion of education. All school-houses in this State are provided by the bureau, either in the manner described, or by renting; though the benevolent societies have assisted in building and hold in possession many of them.

The following statistics are given:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night.....	158	183	10,170
Sabbath.....	91	545	9,153
Industrial.....	8	-----	200
Total.....	257	728	19,523
IRREGULARLY REPORTED.			
Day and night.....	20	20	600
Sabbath.....	6	-----	-----
Total.....	26	20	600
Grand total.....	283	748	20,123

Of the above day and night schools 48 are graded, including 6 of the high or normal grade. The average attendance of the pupils has been 7,308, or 71 per cent. of the whole number enrolled. Tuition has been paid by 2,249 of them, amounting in the aggregate to \$6,570 73. Of the 748 teachers enrolled 403 are white and 345 colored; 44 of whom were furnished transportation by this bureau.

Eighty-two of the above schools are sustained wholly or in part by the freedmen, and they own 56 of the school buildings.

The bureau has furnished 87 buildings for school purposes.

The expenditure for rents, repairs, and material for school buildings, by this bureau, has been \$18,741 76; and total cost to all parties for the support of the above schools, \$46,625 73.

The increase of pupils in these schools, over the maximum number of last year, has been 3,690.

KENTUCKY.

Brevet Brigadier General Sidney Burbank, assistant commissioner; Rev. T. K. Noble, superintendent of education.

The reports from Kentucky are clear and full, and speak for themselves. The assistant commissioner, in January, says:

As yet the civil authorities of this State have taken no action in the matter of providing schools for colored children. It is true that in Breckinridge county a teacher was employed for freed children by the civil authorities; but after he had taught for some time they coolly informed him they had no money to pay negro teachers.

Much good work has been done in the western sub-district, under charge of Brevet Captain Kay. The increase of 201 scholars, as shown by his report, is, under the circumstances, very large.

New schools.—The following new schools were started during the month: One at Crab Orchard, which, it will be remembered, is the headquarters of one of the most active bands of "Regulators;" one at Casey Creek; two in the Lexington sub-district; four in the Louisville sub-district, and one in the western sub-district. The school at Hardinsburg, Breckinridge county, has also been re-opened.

Teachers are much needed in the district under charge of H. C. Howard, and schools will be started as soon as they can be procured.

In February he says:

The month shows a gain of four schools and 570 scholars. This is a healthy increase, and the credit is in a great measure due to the officers and agents, who have been active and energetic in their work.

Military protection.—Brevet Captain A. B. Brown, who has been in charge of the Bowling Green district only for the short space of six weeks, has already found twenty-two places where, with exertion, schools can be established. He says, however, that a part of them will require military protection, and it will take some time to complete the list.

Brevet Captain Kay, in charge of the Paducah district, also proposes to start six new schools. Several of these will also undoubtedly require military protection.

Colored teachers wanted.—There is a great and crying want of teachers in this State. Some provision should be made to procure teachers, both for the present and future, and these teachers should be colored persons. They should be taught, educated and fitted for the work in normal institutions.

New Albany Association.—I have examined the laws, charter, and general condition of the New Albany Educational Association, and, if it can be reorganized so as to have a certain number of reliable white men on the board of trustees, and a clear title to the ground can be secured, aid should be given, so that the association can establish a normal school. The board of trustees have informed me that they will accede to all your requirements, and make any arrangement or change in their organization that the commissioner may desire.

The disbursing officer reports as follows:

Aerial Academy.—In obedience to orders I proceeded to Camp Nelson and purchased the Aerial Academy for the sum of \$1,520. It will require about \$800 to put this building in order. It could not have cost less than \$6,000 when new. This academy is situated in the midst of a fertile and populous district. A large number of freedmen live within the sound of its bell. Many come from Danville, Nicholasville, Harrodsburg, and the adjoining counties, to enjoy its privileges.

The New Albany project is progressing finely. Hon. James Speed and General Gresham, of New Albany, have consented to become active members of the association.

Immigrant children.—A school is needed at Jeffersonville, Indiana, for the children of immigrants from this State. If aid can be had we will soon have 150 more little freedmen at their books.

The superintendent reports in March and the following months:

The removal of several local agents, together with a widespread apprehension among the freedmen that the bureau was to cease its operations altogether in Kentucky, resulted in the breaking up of a number of schools in the country. New ones, however, have since been established, and the result is an aggregate gain of four schools and 570 pupils over the number reported for any previous month. There are now in operation 131 schools, having an aggregate attendance of 7,218 pupils.

Pay of teachers.—The average amount received by the 146 teachers is but a fraction over \$3.51 per month. Fully one-half of this small amount must go for payment of board. It is not to be wondered at that great difficulty is found in securing teachers who are really competent. When the labor question is fairly settled the freedmen will be able to do better by those who instruct them. At present I think they are doing all that could reasonably be expected.

Sixty-eight destitute places.—There are reported 68 places now destitute of schools, in which there are not less than 25 children who would attend if teachers could be furnished free of charge.

Methods of aid.—Various methods are adopted by the officers of the bureau to secure as much aid as possible from the freedmen. In some places fairs are gotten up, the proceeds going to the maintenance of the schools. Societies are formed, pledged to contribute a certain sum every month. Tickets are printed entitling the bearer to admission to certain schools, and these tickets are sold to parties able to purchase that they may give them to children too poor to pay the requisite tuition. Repeated efforts have also been made to secure for the schools their just proportion of the school tax, but in most cases without success.

Measures are taken to organize school districts, with trustees pledged to do all in their power for the proper maintenance of the school. But even if this is effected, the support of the teacher must come either from public or private benevolence, until the freedmen shall receive better pay, and learn lessons of forethought and economy.

Public sentiment.—Public sentiment generally is hostile to these schools. In some sections of the State the opposition, however, is manifestly lessening. This is specially noticeable in those places where the schools have been longest in operation. In the city, (Lexington,) for example, the teachers report a different sentiment on the part of the people from that exhibited last year. Then they were turned out of the hotel, and the general feeling toward them was exceedingly bitter. Now they are treated with civility, and quite recently a number of the wealthy residents of the place have contributed to the support of the school. Prominent members of the Episcopal church have also organized a Sabbath school for colored children, and meet with them each Sabbath to give personal instruction.

Thus it is that the faithful teachers of colored children are silently carrying forward the great work of reconstruction.

In June there was a gain in the aggregate of attendance of 318 pupils. This increase is not merely a gain over the previous month, but as compared with the report for any month since the work of education commenced. No better proof could be furnished that the interest of the freedmen in the schooling of their children has not flagged.

Officers of bureau.—It is but just to state that this sustained interest is due largely to the efforts of the officers of the bureau. Eight educational meetings have been held during the month, and the number of visits to the schools has been 62. By this means the importance of educational work has been kept constantly before the freedmen, and their efforts continually stimulated.

There are 65 school-houses in the State, and at least as many more are needed. Fifty places have been found where schools might be established but for the hostility of white citizens.

Aid from benevolent organizations and protection from the bureau are absolutely necessary for the instruction of the freedmen, and will remain necessary until proper provision for their education and just laws for their protection shall be enacted by the State.

As the school year has now closed, it may be proper to submit a statement of the progress made in the educational work.

It appears that during the year 66 new schools have been organized, 40 additional teachers employed, and the aggregate attendance increased by 1,908 pupils.

This extension of the work has been chiefly in the interior of the State. Schools were started first in the cities, then at the county seats, and there the work has been pushed into the rural districts. Wherever a score or two of children could be gathered, and the people would pledge themselves to pay the teacher's board, a building has been hired or a rude house erected, and thus the school has been started.

Training school.—There was purchased last year for the sum of \$5,000 a lot of ground in Louisville for the erection of a building designed mainly as a training school for teachers. Twelve thousand dollars were appropriated to it by the bureau. This building was completed in January, and is an honor to the associations founding it, as well as to the bureau. In the simple elegance of its design, and the convenience and comfort of all its arrangements, it is surpassed by no public building of its kind in the city.

The term which has just closed has been attended by nearly 500 pupils, and their examination evinced their own industry, and the faithfulness of their instructors. I am confident that this school is destined to do a great work for the freedmen of Kentucky.

The first requisite.—The first requisite for a good school is a comfortable school-house. The history of the common schools of the north has demonstrated this, and in Kentucky the almost universal opposition of the white citizens to the education of the negro; the difficulty, and in many places the utter impossibility, on account of this opposition, of securing a suitable building; the poverty of the freedmen and their entire lack of experience in educational matters; all show the absolute necessity of securing for them during the existence of the

bureau, school buildings which shall be permanently their own. Special attention has been given to this matter during the entire year.

We have said to the freedmen, "purchase a suitable lot, raise all the money you are able, and when you have done this get what subscriptions you can in the form of labor, and then the bureau will help you." The result of their efforts is that 39 school-houses, varying in size from 14 by 20 to 50 by 70 feet square, and costing from \$75 to \$19,500 each, have been erected by and for the freedmen of Kentucky the past year.

For the construction of these 39 buildings the bureau has expended \$19,736 68.

The house in Paris was built by Mr. Clay, a white citizen, and deeded to a board of trustees, composed of freedmen. In Burksville, also, \$107 were contributed by the white citizens of the place for the erection of the house.

In Frankfort the Episcopal church contributed \$600 towards the construction of the building, and the school is under the immediate supervision of the bishop.

Freedmen paying.—With the exception of the aid above mentioned, the expense of putting up these houses has been met by the freedmen. Besides paying each month the incidental expenses of the schools and the board of the teachers, they have contributed from their poverty during the year \$14,093 32 for the construction of school buildings. Yet these are the people who are denounced as worthless, destined to be a perpetual burden upon the government, utterly unfit for citizenship.

Freedmen managing.—There has been great progress during the year in the freedmen's managing schools for themselves. Slavery entailed not only ignorance but self-distrust. It broke a man's confidence in his own abilities. And the only way to restore this confidence is to put the man in the harness, start him in the right direction, and thus demonstrate that he is equal to the load.

When, therefore, new schools have been organized, the people have been called together and a board of trustees, composed of the most intelligent men among them, has been chosen, who should have the entire management of the school, subject only to the control of the proper officers of the bureau. A written contract pledges these trustees to provide a suitable boarding place for the teachers, to collect from the parents the monthly tuition of the pupils, to receive the rent paid by the bureau for the building and transfer it to the teacher, to decide what parents are too poor to pay tuition, and to make for such the prescribed application for free tickets issued from this office, and to perform such other duties as may be required of them by the officers of the bureau. This system has been adopted mainly to give the freedmen confidence, and to accustom them to manage their schools and do it properly. I have endeavored in this way to so familiarize them with the mode of organizing and sustaining their schools that when the bureau shall be withdrawn they shall not be utterly helpless, but have an experimental knowledge which will give them self-reliance and enable them to go on with the great work.

Death of prejudice.—Prejudice against educating the negro dies hard in Kentucky, but it dies. I find evidence of this in the presence of the leading men of the State at the inauguration of the Ely Normal School, in their hearty endorsement of the work which was published in each of the daily papers of the city, and sent into all parts of the State; in the fact that money has actually been contributed by white citizens for the construction of a negro school-house; that in the city of Lexington, where eighteen months ago Christian young ladies who came to the place to instruct the negro were driven from the hotel, contributions have recently been made by citizens to retain one of these very teachers; and that the Episcopal church has established schools in the three principal cities of the State.

This change in sentiment is, in my judgment, largely due to the influence of the schools. Wherever they have been longest in operation, there public sentiment is strongest in their favor.

Outrages.—I am compelled to confess that the opposition to schools for the negro is still very general and very bitter in many parts of the State. Under the head of outrages I ought perhaps to speak only of acts of violence; but when I remember that those engaged in teaching have come here in the spirit of Christ, I cannot characterize the treatment they have received as anything else than outrage. Even by professing Christians they have been often looked upon with scorn, and spoken of with contempt. In one instance, when they had secured a house for a teachers' home, they were compelled to vacate because the owner was a master-builder, and the crime of allowing his house to be occupied by intelligent Christian young women, engaged in teaching the ignorant, was ruining his business. Another house was secured, but taken from them when their occupation was known. In other sections the opposition has assumed a more violent form. Two teachers from the State of Ohio, who were sent to the Henderson sub-district, were so threatened by white citizens that they returned by the first boat. In the city of Bowling Green a school was opened by a Mrs. Baldwin, of Cincinnati. She was a Christian lady of agreeable manners and unusual culture, but not one of the 27 loyal families of the place dared to incur the odium of giving her a home. Men professing to be gentlemen insulted her upon the streets. Obscene books and pictures were sent to her by mail, and as a last resort she was threatened with assassination if she was found in the city at the expiration of five days.

In Shepardsville the teacher was so fiercely threatened that an officer had to be sent there to secure her personal safety. The teacher at Shelbyville was assaulted by the county judge,

and compelled to leave the town. In Crab Orchard the teacher was mobbed and driven from the place. In Franklin a mob surrounded the teacher's house, and he was saved only by the timely arrival of United States troops. Five school-houses have been burned during the year and one blown up, evidently with the purpose of murdering the men, women, and children who filled it when the train was laid. All this in a Christian and civilized State, and in the year of our Lord 1868!

Legislation.—The general assembly of 1866 passed a law providing that all taxes collected by the State from negroes and mulattoes should be applied to the support of their paupers and the education of their children. In 1867 this law was modified by a provision which entitled each colored child who should attend school for a period of not less than three months to receive \$2 50 from taxes collected in the county where such child might live.

The assembly of 1868 rescinded the doings of the preceding assemblies, and passed a law providing that hereafter all taxes collected by the State from negroes and mulattoes shall be devoted to the support of their paupers. Thus no provision whatever is now made by the State for the education of the freedmen.

EXPENDITURES.

Amount expended by the bureau for construction, repairs, and rent of school buildings	\$19,736 63
Amount expended by A. M. A. and W. F. A. C.	6,987 99
Amount expended by the freedmen	14,091 32
Amount expended by the Episcopal church	600 00
Total	41,415 99

REPAIRS OF SCHOOL BUILDINGS.

Amount expended by the bureau	\$1,088 62
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SUPPORT OF TEACHERS.

Expended by the bureau for rent of buildings, the rent going to payment of teachers' salaries	\$15,861 44
Expended by the A. M. A. and W. F. A. C.	6,106 96
Expended by Episcopal church	900 00
Expended by freedmen	17,137 30
Total	40,005 70
Grand total	\$82,510 31

Also transportation for 40 teachers issued by General Howard, cost of which not known. Of the schools in the State 113 are bureau schools, and the existence of nearly all the rest is dependent upon the bureau.

The regularity of attendance during the entire year has been remarkable, being nearly 80 per cent. of the whole number enrolled. Although the attendance of any one month is less than 8,000, yet during the year at least 20,000 children have acquired the rudiments of an education.

These results are full of encouragement, and should the bureau be continued I shall look for still larger results from the efforts of the ensuing year.

We hope the State of Kentucky will appreciate this work for their colored population, and soon, without aid from the general government, carry it vigorously forward.

It is sufficient only to add the following single remark from the assistant commissioner:

The school work has been well done by Superintendent T. K. Noble.

The following extract from the correspondence of an intelligent colored man is interesting:

Our people are not satisfied with marching behind the rest of mankind, and claim that if they are firm of foot and enduring they should be allowed to keep step with the march of events.

I am constrained to say that were it not for the presence of the Freedmen's Bureau in this

State, the educational policy instituted by the government would soon perish, and we should feel the more keenly the misery of our situation after having tasted of the blessings furnished by its agency.

The following is the tabular statement from Kentucky:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night	172	184	8,085
Sabbath	143	695	8,582
Industrial	1	.....	10
Total	316	879	16,677
IRREGULARLY REPORTED.			
Day and night	6	6	104
Sabbath	1	3	43
Total	7	9	147
Grand total	323	888	16,824

The freedmen sustain wholly or in part 158 of the above schools, and own 51 of the buildings. This bureau furnished 114 buildings for school use.

Sixty-nine of the above schools are graded, including two of the high or normal grade.

Of the whole number of teachers employed 385 are white and 503 colored, quite a number of whom received transportation from this bureau.

The attendance of the pupils has averaged 6,136, or nearly 76 per cent. of the number enrolled. Tuition, amounting in the aggregate to \$10,240 20, has been paid by 4,343 of the pupils, being a fraction over \$2 35 each.

This bureau has expended during the last six months, for rents, repairs, and material for school buildings in Kentucky, \$12,712. The cost to all parties for the support of schools has been \$24,798 70.

This State has exceeded its largest number of schools and pupils for 1867, by 133 schools and 3,220 pupils.

MISSOURI AND KANSAS.

Brevet Lieutenant Colonel F. A. Seely, disbursing officer and superintendent of education.

In Kansas the work of educating the colored population goes on vigorously. The popular sentiment of the people is largely in favor of it, and the wise methods of the superintendent, while they call out the efforts of the freedmen, and in many ways give these schools impulse in the right direction, do not take the responsibility and care of them from the local boards of education. In both these States the colored population is rapidly coming into the possession of all their civil and educational privileges.

With the advancing season (Colonel Seely writes) the attendance at the schools gradually declines. It is expected that a number of teachers commissioned by the Friends' Yearly Meeting of Iowa will leave much earlier than is desirable, the committee not having sufficient funds to keep them longer in the field.

Progress.—I am enabled, however, to report progress in some respects, which may ultimately lead to very favorable results.

A very pleasant interview with the newly elected president of the St. Louis public school board encourages the hope that schools may be opened under their auspices in one of the wards of the city most thickly populated with freedmen, and at the same time entirely destitute of schools, except such as have been supported by private parties with the aid of the bureau. They will still desire the co operation of the latter, which if given will probably secure permanent schools for freedmen, and of a higher grade than heretofore.

School law.—At the late session of the legislature some amendments to the school law were passed, which indicate not only a more favorable disposition towards the colored schools, but a determination that the law regarding them shall be enforced.

The Manual.—I have examined the Manual on School-houses and Cottages with some care, and am glad to commend it as most admirable in all respects. There is scarcely any way in which greater permanent good can be done to the people of the south, white or black, than by instilling into their minds correct notions of the art of living. The lamentable deficiency there among the poorer classes in whatever gives a charm to the name of home, is too well known to need comment.

Treatise on home life.—I wish we had some one in the bureau who could follow this Manual with another which would go inside their houses, and instruct them practically on the laws of health; on the difference between wholesome and unwholesome food, both as to material and manner of cooking; on the injurious effects of prevalent social habits, existing nowhere else in the civilized world; and on the advantages of light and ventilation and personal cleanliness, with other kindred instruction. Such a treatise, written in a plain, untechnical style, and of the dimensions of "School-houses and Cottages," would be welcomed by all who have any kind of connection with the freedmen, and would be a fit sequel to the present Manual.

We have heartily endorsed the above proposal, and an eminent writer in behalf of the colored race has been solicited to prepare the work here named. If this, or any other fitting pen can be enlisted in elevating the interior of the freedman's home, one of the greatest boons will be conferred upon him.

In his general report, Colonel Seely says:

My aim and purpose since I have been here has been to induce the freedmen to help themselves; never volunteering aid, and never recommending it except when convinced that they were doing or had done their utmost, and that such timely assistance would not only cheer and encourage them, but contribute to their permanent good. This is better than the indiscriminate distribution of money; and a few hundred dollars thus bestowed do more for their education and elevation than as many thousands given without exacting any efforts on their part.

It is needless to add, what the experience of officers of the bureau in every State will confirm, that the freedmen are daily becoming more self-reliant; better acquainted with their rights and duties as citizens; and by their conduct are commending themselves to the favor of all good and just men.

New and better leaders.—Ignorant and prejudiced persons of their own color, who have been blind leaders of the blind for so many years, fostering by their influence prejudice, jealousy, and ill-will towards each other and towards their best friends, find, with the diffusion of light and education among the masses, that their prestige is on the wane, and new leaders are coming up, men who are winning favor not only for themselves, but for their race, by disinterested efforts for their elevation. The enlightened colored man does not demand for his race political equality with whites specifically, nor the abrogation of social distinctions. He asks that the obstacles to his having a fair chance in the race shall be taken away, and that he may be permitted to show what he is capable of.

Missouri.—The advance in this State respecting education for the freedmen consists both in a modification of the law, and an increasing disposition to comply with its requirements.

Heretofore the law has only required schools for colored children to be maintained in districts where the number by enumeration might exceed 20. During the recent session of the legislature this paragraph was modified so as to provide for schools where the number exceeds 15—an amendment which will carry the advantages of schools for a part of the year to many a district not before entitled to them. Another amendment provides that, on proper evidence that the school board in any district has failed to comply with the law and establish schools for colored children, it shall be the duty of the State superintendent to provide for such schools; and for this purpose he is invested with all the powers of the local board. No decisions, so far as I am aware, have been made under the law; but it evinces a disposition on the part of our legislature to have no half-way work in their measures for the education of the colored race.

St. Louis.—In St. Louis five public schools have been established, being two more than last year. Though inconveniently located in some cases, and affording poor accommodations, they are well filled by intelligent children, who, for deportment and real progress in study, are not surpassed by the pupils of any white school in this city.

Hitherto the colored schools have been considered experimental as regards their necessity,

their success, and their requisite capacity and location. Experience is daily showing that they are indispensable in a community organized like ours, and the past year has convinced those who doubted their success. It has also shown us how to conduct the work; what kind of accommodations were needful, and what are the best points for establishing these schools.

Permanent colored schools.—It is now proposed by the boards of public schools to erect suitable buildings and establish the colored schools on a basis as permanent as the white. Appropriations are already made for two or three of these buildings, and there is reason to believe the work will be carried on expeditiously.

Elsewhere in the State the same spirit is manifested. To enumerate would be impracticable; but in every section I hear of efforts in which the freedmen and public school boards are uniting together to establish permanent schools. In many cases these efforts take this form: the freedmen erect or propose erecting a building for the purpose of worship, with accommodations for a school, the school boards agreeing to rent and furnish the school room so erected and maintain the school at public expense. In some cases of this character application has been made to the bureau for aid, which I have approved for small amounts.

Charitable agencies.—The most active foreign agency in establishing schools among the freedmen in this State has been the executive committee of the Iowa Yearly Meeting of Friends. Many of our best teachers have been furnished by them, and more would have been but for a failure of their funds. I do not know what they will do another year. Missouri ought not long to remain missionary ground; but as long as foreign aid is needed it is to be hoped that the earnest, faithful teachers commissioned by this society may be kept in the field.

The Christian Advent Society are doing a very useful and quite extensive work in and about this city; they are an earnest and self-denying people, and are accomplishing great good.

Newspaper and bank.—Among other instrumentalities for promoting the elevation of the colored race, next to the church and school, stand the newspaper and savings bank. With the increasing number of readers, the demand for the first is constantly louder; and the latter, well conducted, is an incentive, and demonstration of growing industry and thrift. Both of these instrumentalities, though urgently needed by the freedmen of this city, have been until very lately lacking. I have now, however, to report the establishment of two small papers, both conducted by colored men, and the inauguration of the St. Louis Branch of the Freedmen's Savings and Trust Company, with most encouraging indications. In payment of bounties to colored soldiers I urge every one to put his money in the bank, unless he needs it for immediate use, and am endeavoring to induce all to take an interest in its success as an institution of their own. In some cases I have met with flattering success.

The increasing prosperity of the colored people in this vicinity is shown by the following fact, as stated to me by the circuit preachers of this district. When he took charge of the circuit preachers ten months ago, the value of church and school property owned by freedmen was \$1,900; it is now about \$7,000; a remarkable increase in any community.

Sunday schools.—These schools are doing great good. Many unable to attend the public schools during the week are met with in the Sunday school, where they learn to read, often obtaining the rudiments of a common education, and sometimes make proportionately greater progress than scholars in a daily school. I estimate the number of Sunday schools in the State to be about 120; the number of pupils attending, 15,000, with a continual increase both of schools and attendance.

Kansas.—This State makes no distinction between its white and colored population as respects school privileges; and the colored children are generally as well off in this respect as the white. Aid from the bureau is not desired, except in some localities where there is an undue proportion of colored population, or for specific objects not attained under the public school law.

I have, during the past year, urged an appropriation in aid of an adult school at Leavenworth. This school was opened during the winter, and continued several months in session, with an attendance of over 110 pupils. It will be reopened in the fall.

Quindaro and manual labor.—The freedmen's university at Quindaro has 180 pupils in attendance during the year. It has labored under difficulties, some of which the recent appropriation from the bureau will relieve.

I am aware that many industrial schools for freedmen have not been successful. It seems that in attempting to combine study with labor both prove unprofitable; and yet I am firmly convinced that in order to succeed in schools of a higher grade for freedmen they must partake more or less of an industrial or agricultural character.

We must not forget the poverty of the freedman. While this does not hinder his children enjoying the benefit of schools, it stands insuperably in the way of his own attendance, especially upon the high school and college. Throw open the doors of the first colleges in our land to the African, and how is he to avail himself of their advantages while dependent upon daily labor for his living, and unacquainted perhaps with any branch of industry but farming? Therefore, I say the freedmens' higher schools must be in part industrial and agricultural, so that a young man may earn his daily bread in the field or at the bench, and still give himself time for study.

The trustees of the Quindaro institution now have an opportunity of securing, at a very low rate, about 200 acres of land, well adapted for grain or fruit, and much of it already in cultivation. I would like to recommend this object to the consideration and charity of Christian people, believing, as I do, that, with this domain secured, such advantages would be offered by this institution as by no other in the land.

The total expense in Kansas to the bureau has been \$1,500, which is for repairs.

On account of the real freedom of public schools in this State, it is impossible to give such statistics as are usually desired at headquarters. Only the aggregate number of pupils is readily attainable.

No distinction of color.—The schools, except in the larger towns, are opened to black and whites alike. Statistics furnish the number of each color, but in all other respects there is no discrimination made in the reports. We can assume that the progress the children of color are making is fully equal to that made by white children.

Testimony of the Press.—The recent annual examination of the St. Louis colored schools was attended by reporters of the city press, who spoke of it as follows :

The appearance of this mass of young colored humanity was altogether in their favor. They were cleanly, neatly clothed, orderly in deportment, and their countenances betokened a degree of intelligence that was fully carried out in their several exercises. "We have to create intelligence in them," said one of the teachers to us, "for they have nothing of the home information that characterizes the children of white people." This remark was suggestive of the great wrongs under which these people have long suffered, as well as the peculiar labors of the teachers themselves. The examination of the scholars illustrated the point, and showed the incipient progress of new ideas.

The ages of the pupils ranged from 6 to 16, the average being about 10. About one-third were of mixed blood, but we could discover no great difference in the natural ability and acquirements of the yellow and the black. Some of the pure black were unusually intelligent, and had conquered that peculiarity of accent and pronunciation which is a mark of ignorance. The parents of these scholars manifested great interest in them, and many visitors were present. The examination was in every way satisfactory, and highly gratifying to the friends of the colored people, as well as to the advocates of a universal diffusion of knowledge. First came singing, which the young people entered into the spirit of most heartily ; then followed the class in geography, who answered with surprising facility all the rudimentary principles of that science which has for its object the description of the surface of the earth. The zones, poles, meridians and the like, were all familiar to the pupils. The class in arithmetic were quite rapid in their calculations, and seemed to have mastered the difficulties of Colburn.

The class in phonetics showed a remarkable degree of proficiency. Although only engaged in this branch for four weeks, yet they are advancing with a rapid stride. The exercise song by the infant department, in which the young children sang and performed exercises with their hands, was very fine. The class in mental arithmetic were bright and very apt in the answers they gave to the questions propounded. Instances of rapid progress in reading and writing were quite noticeable, showing abundant capacity, and an original composition on the theme "I'll try," by a little girl of 12 years, named S. Hadley, was actually better in thought and expression than such exercises will average. "The speech of Abraham Lincoln at Gettysburg" was read by Lizzie Harris in an excellent manner, showing ability and good instruction. A little fellow whose name we missed, recited a piece with fine emphasis and spirit. On the blackboard is left to stand a sentence written there by the left hand of Major General Howard, the 20th of November last—"Thou God seest me"—and the frequent reference to it by the teachers serves at once to recall the great political providence that gave freedom and education to these children, and to teach them their duties to the Great Power that from all wrong evokes a greater good. Judging by this school alone, our public school guardians have done a wise and noble act in extending the benefits of the system to these children, whom it was recently a penal offence to teach at all.

The above is but an extract from the lengthy and minute articles of these reporters. It is an honest testimonial of what appeared at this examination, and is confirmed by the statements of other gentlemen who were present. We ask particular attention to their commendation of the "public school guardians" of the city of St. Louis.

From the statistical reports of this department we make the following table:

	Schools.	Teachers.	Pupils.
REGULARLY REPORTED.			
Day and night	34	105	3,212
Sabbath	22	171	2,119
Total	56	276	5,331
IRREGULARLY REPORTED.			
Day and night	26	40	950
Grand total	82	316	6,281

The average attendance of the pupils has been 6,136, or within a fraction of 76 per cent. of the whole number enrolled.

The freedmen support in part a number of the above schools.

Of the teachers reported 154 are white and 162 colored.

An aggregate amount of \$1,983 48 has been expended by this bureau for rents, repairs, and material for school buildings, during the last six months. And the total cost to all parties for the support of the above schools has been \$3,866 50.

REPORTS OF SUB-ASSISTANT COMMISSIONERS.

Educational form No. 4 was issued from this office in January last to all agents of this bureau who had been ordered by Circular No. 5, February 20, 1867, to gather information in regard to schools. There has been, however, a failure to report regularly, except in a few of the States. In Louisiana, Arkansas, Alabama, and Virginia, the order was obeyed with promptness, and the superintendents, with much care, collated and forwarded this information in connection with their monthly reports. I am happy to call attention to these instances of fidelity, and to forward a summary of the information given.

The following is the blank alluded to:

[Ed. Form, No. 4.]

Sub-assistant commissioner's (or agent's) monthly report on education of freedmen and refugees in sub district, State of —, in charge of —, for the month of —, 1868, [in accordance with order contained in Circular No. 5, Bureau of Refugees, Freedmen, and Abandoned Lands.]

1. Name of your sub-district?
2. Whole number of refugee or freedmen's schools in the district? Day? Night? Sabbath?
3. Location of schools?
4. Whole number of teachers? White? Colored?
5. Names and post office address of day-school teachers?
6. Whole number of school-houses for freedmen in your district? Their condition, capacity, value, and by whom owned?
7. Number of your visits to schools? Day? Night? Sabbath?
8. Number of educational meetings held by you during the month? Where?
9. Number and names of places, now destitute, in which day schools might be organized?

10. Number of pupils (estimated) who would attend such schools?
11. Amount which would probably be raised by the freedmen, for school purposes, in each destitute neighborhood?
12. What efforts are you making to secure support of schools by pupils, parents, boards of education, or the State government?
13. Whole number of additional school-houses, for freedmen, now wanted in your sub-district?
14. Could you organize your sub-district into school districts, each with a school committee pledged to carry on schools therein?
15. To what extent would help from without be needed in such cases?
16. What is the public sentiment as to the education of the freedmen and poor whites?
17. Are night schools for adults needed in your district? In what way could they be carried on?
18. What more can this bureau do for educating the children of refugees (or poor whites)?
19. How long will northern charitable aid be needed for freedmen and refugee schools of your district?

I hereby certify, on honor, that I have given personal attention to the matters herein named, and that the answers given are, according to my best knowledge and belief, correct.

*Sub-Assistant Commissioner, Bureau of Refugees,
Freedmen, and Abandoned Lands.*

Brevet Major Frank R. Chase, superintendent education for Louisiana, reports for February, March, April, May, and June:

- The highest number of agents reporting for any one month was 42.
 The largest result reached was as follows:
 Question 2. Day school, 116; night school, 26; Sabbath school, 57; total, 199.
 Question 4. White teachers, 70; colored, 124; total, 194.
 Question 6. One hundred and nine school-houses were owned by freedmen.
 Question 7. Ninety-two visits to schools were made in one month: the highest number by any one agent being 10.
 Question 8. Forty-one educational meetings were held.
 Question 9. One hundred and ninety-five places destitute, in which day schools might be organized.
 Question 10. Eight thousand seven hundred and fifty-three pupils (estimated) would attend these schools.
 Question 11. \$865 would probably be raised by the freedmen for the support of schools in all the districts reported.
 Question 13. One hundred and twenty-seven additional school-houses are needed.
 Question 14. Only two sub-districts could be organized into school districts, with committees pledged to carry on schools therein.
 Question 16. Ten of the agents report public sentiment in reference to the education of the freedmen as "adverse;" "passive," seven; "good," six; "indifferent," six; "bitter," six; "favorable," five; "opposed," two.

From the February, April, and June reports of William M. Colby, superintendent of education for Arkansas, we make the following summary given by 18 sub-assistant commissioners:

- Question 2. Day schools, 11; Sabbath schools, 9; total, 20.
 Question 6. Forty-one school-houses for freedmen were reported, with a capacity of 795 pupils, owned respectively by the freedmen, the bureau, and private individuals.
 Question 7. Twenty-five visits to schools were made.
 Question 8. Twenty-one educational meetings were held.
 Question 9. Forty-two places destitute, in which schools might be organized.
 Question 10. One thousand seven hundred pupils (estimated) would attend these schools.
 Question 11. One-third of the expense for the support of schools could be raised by the freedmen in four districts; nothing in 14.
 Question 13. Forty-two additional school-houses are needed.
 Question 14. Two sub-districts could be organized into school districts, with committees pledged to carry on schools therein.
 Question 16. Public sentiment in regard to the education of the freedmen was reported as "favorable" in three districts; "bitter" in one; "passive" in one; and "against" in eight.
 Question 17. Night schools were needed in three districts. Could be carried on by charitable aid.
 Question 19. Northern assistance would be needed for freedmen and refugee schools till the State provides by especial tax for their support.

H. M. Bush, late superintendent of education for Alabama, made, in February, the following report from the returns of 11 agents:

- Question 2. Whole number schools, 58.
- Question 6. Twenty-two school-houses in all.
- Question 7. Thirty-three visits were made to schools.
- Question 9. Sixty places destitute, in which day schools might be organized.
- Question 10. Three thousand one hundred and forty pupils (estimated) would attend these schools.
- Question 13. Twenty-two additional school-houses are needed in the several sub-districts.
- Question 14. One sub-district could be organized into a school district, with a committee pledged to carry on schools therein.
- Question 16. Public sentiment towards colored schools is "favorable" in six districts, merely "passive" in some, and "hostile" in three.
- Question 19. Assistance will be needed to carry on schools until the country becomes prosperous under loyal rule.

Rev. R. M. Manley, superintendent of education for Virginia, reports, from information given by sub-assistant commissioners on blank form No. 4, as follows:

- Question 2. Day schools, 219; night schools, 72; Sabbath schools, 109; total, 400.
- Question 4. White, 221; colored, 23; total, 244.
- Question 6. One hundred and twenty-five school-houses for freedmen were reported, with a capacity of 15,060, owned by the freedmen, the bureau, and private individuals.
- Question 8. Twenty-nine visits to schools were made.
- Question 9. Ninety-six places destitute, in which day schools might be organized.
- Question 10. Eleven thousand six hundred and forty-five pupils (estimated) would attend these schools.
- Question 11. One-fourth of the expenses for schools would probably be raised by the freedmen for their support.
- Question 13. One hundred and seventy-five additional school-houses are needed for freedmen in the several sub-districts.
- Question 14. School committees could be organized all over the State, and pledges obtained rapidly to carry on schools; but very little will be done by the people themselves, except under the influence of a uniform, efficient, mandatory school system.
- Question 15. Help from without for the support of schools will be needed to the extent of three-fourths.
- Question 16. Nine-tenths of the white population are adverse to the improvement of the colored race.
- Question 17. Night schools are called for in many places; could be carried on the same as day schools.
- Question 19. Northern aid will be needed until the State is fully reconstructed, and a school system put in operation, supported by liberal taxation.

The above, doubtless, gives a sample of the present condition of the freedmen, their destitution, and the means for supplying it, in all the States. It will be seen how much is yet to be done for these emancipated people before their educational wants are even moderately supplied.

NORMAL SCHOOLS.

But few of the high or normal schools for freedmen, as yet, approach the true idea of such an institution. They are well designed, and the plans for most of them are excellent and thorough. As soon as possible, they will carry pupils into the higher branches of study, and will then supply teachers for the freedmen from their own race.

In the first urgent period of this demand a short but thorough elementary course is deemed advisable. Studies will become more extended and more general as time advances, until the great numbers needed as leaders in all departments of life, as well as teachers, shall be in a measure supplied.

We have gathered the history of a few of these schools, including those called colleges and universities with two or three for colored persons in the free States, which we beg leave here to present.

Howard University.—Howard University, Washington, D. C., incorporated by Congress March 2, 1867, is designed to afford special opportunities for a higher education to the newly enfranchised of the south.

The trustees, soon after obtaining their charter, purchased 150 acres of land in a very favorable location near the city, and by selling about two-thirds of it for building lots, secured, with a little additional help, the means of payment for the whole, reserving a very eligible site for university buildings, with a public square and park. Here, by the aid of educational funds of the Freedmen's Bureau, there have been erected two large buildings; one for recitation rooms, philosophical chamber, laboratory, library, offices and chapel; and the other for dormitories and a boarding hall.

A competent number of able instructors has been elected, and others are to be chosen if the means for their support can be obtained. A department preparatory for college and to fit teachers was opened in May, 1867. This has been very prosperous, having over a hundred pupils the first year; and a small college class, to which additions are expected, has been formed. Preliminary lectures on theological study are given, to answer a present demand in the case of several who have not completed the usual academic course.

The medical department will be opened in the coming autumn, and arrangements have been made for commencing the law department.

The expenses for students are fixed very low, and measures have been taken to provide manual labor, that any one can earn, in part, the means of support; also, in exceptional cases, to remit more or less from the bills of tuition and room rent. Applications are constantly coming from various parts of the South for the admission of pupils to all the departments.

While making special provision for freedmen and white refugees, as demanded by the aid furnished by the Freedmen's Bureau, still all classes, including both sexes, are carefully provided for.

It is the design of the trustees to build up at the nation's capital a large and efficient institution, amply sufficient for supplying the demand of this new era, and to give intelligent youth, whatever may have been their previous condition, the benefits of a thorough collegiate and professional education.

The great want of the institution now, is funds for scholarships of \$150 each, the endowment of professorships, and for purchase of books, apparatus and other important material.

Fisk school, Nashville, Tennessee.—This school was founded by the American Missionary Association and Western Freedmen's Aid Commission. In August, 1867, (the city of Nashville having provided free schools for all classes,) a charter was secured for the Fisk University, and academic and normal departments were opened the following September. Its last catalogue shows, whole number enrolled 412; in the grammar school, 85; academic department, 88; normal department, 41. The normal pupils are mostly from different portions of the State, and board with the family in the Mission Home. Each normal pupil teaches in the model school at least one-half hour per day, under the direction of the principal.

A commercial department, under the management of a competent master, has recently been added to the university. Special attention will be given to bookkeeping, penmanship, and kindred branches, to fit young men and women for the transaction of ordinary legal, mechanical, and commercial business.

The average daily attendance in all the departments has been 232.

The property secured for the university by the association and the bureau is valued at \$40,000.

Berea College.—This institution, commenced in 1858, at Berea, Madison county, Kentucky, was the outgrowth of previous missionary labor, and one of the first efforts south of the Ohio to found an educational institution whose privileges should be extended to all, without distinction of race. During the war this school was suspended; but it reopened two years ago, and has since had a vigorous growth. The last catalogue gives the names of 301 students, one-third of whom are white, and the remainder colored. Twenty-four are in the normal department.

The institution furnishes labor for industrious young men sufficient to pay a portion of their expenses.

Although the capacity of the college to accommodate students has been more than doubled the past year, it is still insufficient to meet the wants of those who are seeking its privileges.

Berea deserves credit for its noble struggle, for years, against pro-slavery prejudice, and should now have a liberal patronage. It has an able corps of instructors. The president is its original founder, Rev. John G. Fee, and the institution has been, from the first, under the patronage of the American Missionary Association.

Biddle Memorial Institute.—This institute is located in the city of Charlotte, North Carolina. It was founded by a generous donation from the widow of the late Henry J. Biddle, of Philadelphia, who gave his life to his country in the great rebellion.

A beautiful site of eight acres has been secured near the city, the gift of Colonel W. R. Myers, a citizen of Charlotte, and the main building is now being erected. Two houses for the professors have been completed free of debt. Eight thousand dollars are needed to complete the whole work.

Since the 16th of last September, when the first session opened, 43 students have been admitted. Great care has been exercised in admitting students, and all of them are required to spend part of their time in teaching among the people. The institution has an incorporated board of trustees, under the laws of North Carolina.

The freedmen themselves have taken hold of this enterprise with great vigor, and are spreading its reputation far and wide; but their absolute poverty prevents them from actually doing much toward its material prosperity. If means were furnished, more than a hundred promising young men could be gathered to the Biddle Institute during its next session.

High School, Quindaro, Kansas.—This institution was established under the auspices of the Old School Presbyterian Assembly's Committee. It is situated on the west bank of the Missouri river, on the line of the Pacific railroad, and is thus of easy access from every quarter. The last catalogue shows 180 pupils, 95 of whom are males and 85 females.

The institution has accumulated property, consisting of the seminary building of stone, 22 by 48 feet, with two stories and basement, and three dwelling houses for teachers, valued at \$6,200. On this there is a debt of \$500.

Efforts are now being made to obtain an efficient principal, who shall be able to give instruction to a theological class. Also, to secure land for farming and gardening purposes, that the students may be instructed in agriculture and trained to habits of industry.

The superintendent of schools in Kansas, Colonel F. A. Seely, says:

"In respect to orderly conduct, thoroughness of instruction, and advancement in study, this school is unsurpassed."

Lincoln University, Oxford, Pa.—This university has now an efficient faculty of eight members, with 115 students. Forty of these are freed-men. These students are gathered from 15 different States, a fact which evinces the wide-spread influence of the institution. There are at present in the theological department 15 pupils; in the collegiate, 82; preparatory, 18; total, 115. Four professorships are already endowed, and above \$10,000 is needed to increase the accommodations made necessary by the growing success of the university.

Avery College.—Avery College, in Allegheny City, Pennsylvania, was built and donated to the trustees of the institution by the late Rev. Charles Avery, for the education of colored youth of both sexes, and was incorporated by the legislature of the State of Pennsylvania, A. D. 1849. The edifice is attractive, convenient, and ample in its proportions, and furnished with a fine library and a good assortment of philosophical, chemical, and astronomical apparatus.

The course of study is substantially that adopted by other colleges in our country.

Every person admitted must give satisfactory testimonials of good moral character, and those coming from other institutions must present a certificate of honorable dismissal.

The academical year is divided into three terms, as follows: The fall term, beginning on the second Monday in September and continuing 15 weeks; vacation for two weeks. The winter term, beginning on the first Monday of January and continuing 13 weeks; vacation of two weeks. The spring term, beginning on the third Monday in April and continuing 12 weeks; vacation of eight weeks.

This college is not under the control of any religious denomination, although its charter provides that all its officers shall be professors of Christianity. It is in no way connected with any sectarian organization, yet the design of its founders was to incorporate the teaching of Christian precepts with its appropriate course of studies.

Its president is Rev. Henry Highland Garnet, D. D.

Hampton Normal and Agricultural Institute.—Under the auspices of the American Missionary Association this institution was opened in April, 1868. It received an incorporation the following September "for the purpose of preparing youth of the south, without distinction of color, for the work of organizing and instructing schools." The extreme poverty of those who needed such an institution, and the value of self-help as a means of culture and true manhood, induced the association to purchase a farm of 120 acres and provide it with all appliances of profitable labor.

This farm lies upon Hampton Roads. The school and home buildings, valued at \$20,000, occupy a beautiful site upon the shore. They are so furnished and arranged as to offer students the aids to right living which belong to a cultivated Christian home.

In the farm work, under the constant direction of an educated practical farmer, the graduates of this institution will have learned both the theory and practice of the most profitable methods of agriculture.

The female students do all the housework of the boarding department. Thus, in the home, on the farm, and in the school-room the students have the opportunity to learn the three great lessons of life—how to live, how to labor, and how to teach others.

Pupils are received between the ages of 15 and 25; if younger or older, a special arrangement will be made. They must enter with the

intention to become teachers and to remain through the whole course of study. Each student is on probation for three months after admission. Fifty-two were in the boarding department of this institution the last year.

It is required that students shall abstain entirely from the use of intoxicating liquor and tobacco and improve the fine opportunity for sea and fresh-water bathing, and always govern themselves by the laws of good deportment which belong to every well-ordered, cheerful Christian household.

Results of labor.—The first crop has been planted and gathered under all the disadvantages of an experiment and with a very heavy outlay in recovering a farm wasted by war, stocking it with fruit trees, small fruits, hot-beds, &c., and erecting a barn and an entire new fence, amounting to \$4,059.

The gross sales of produce in the northern markets have been \$2,156 56; crops now in the ground, (estimated,) \$1,800; total, \$3,956 56.

The 19 male students who entered in April earned during the term and spring vacation an average of \$1 10 per week above their expenses. The earnings of the 13 female students fell a little short of their expenses.

In the summer vacation (six weeks) male students earned \$3 per week above expenses; females from 50 cents to \$1.

It is believed that this institution offers superior advantages to all. Youth who are in earnest and who come with a stout heart and two willing hands may feel that it is entirely possible for them here to push their way to a good preparation for the life work before them.

Correspondence should be addressed to S. C. Armstrong, principal, Hampton, Virginia.

St. Augustine Normal School.—The St. Augustine Normal School, under the charge of the freedmen's committee of the Protestant Episcopal church, is located at Raleigh, North Carolina. It was incorporated in July, 1867, but did not commence operations until January, 1868. During the first session there were in attendance 26 pupils. The second term commenced September 28, with 20 pupils. There is now a prospect of a very large increase.

The trustees have purchased 100 acres of land in a most desirable location adjoining the city, and a commodious edifice is now going up. It will furnish accommodation for at least 150 pupils. The building is in a most beautiful grove, and is at once convenient and retired.

It is purposed at the earliest moment possible to erect a building near the normal school as a home for pupils who come from a distance.

There is on hand and promised to the institution a fund of about \$43,000, which will be set apart as a permanent endowment.

"Every year," as the principal, Rev. J. Brinton Smith, D. D., writes, "we have reason to hope this school, which is under great obligations to the bureau for aid and encouragement, will increase in the number of its pupils and grow in influence and ability to benefit the colored race." The training of teachers of color must be vigorously prosecuted to make the work of education among the freedmen finally successful.

National Theological Institute and University, Washington, District of Columbia.—This institute commenced its organized work among the freedmen in 1864. Rev. Solomon Peck, D. D., and J. W. Parker, D. D., were its pioneer laborers. The former began the first freedmen's school south of Virginia, at Beaufort, S. C., in 1862. The latter made early public efforts and journeys south, having for his object the better instruction of the preachers of the colored people.

In May of 1867 an executive committee was constituted to adjust

all pre-existing agencies, and the institute, mainly under the care of gentlemen in Boston of the Baptist denomination, assumed its present form.

Their total expenditure for the year ending April 23, 1868, was \$18,368 09.

The work is not simply educational, for the maintenance of secular schools, but is missionary and evangelizing, by means of a native ministry, trained, enlightened, and thoroughly finished.

The institute has schools for this purpose at the following places: Washington, with a whole number in attendance during the first five months of 125; Richmond, with an attendance, night and day, of 88; St. Helena, S. C., with 50 pupils; Augusta, Ga., with about 60.

These pupils are nearly all mature men, of good native talent, many of whom have for a long time been preachers of the gospel among their brethren. Instruction is adapted accordingly; extremely elementary in many respects, but as time passes and the opportunity of these men presents, and especially as young men come from the children's schools, instruction will become more extended.

Great good must ultimately result from the labors of such an institute, and we may hope it will in time grow to be as its name implies, a broadly endowed and thorough university.

Miss M. R. Mann's school, Washington, D. C.—This school, though small, and until recently a private enterprise, is an admirably conducted institution. It commenced December 5, 1865. Through the influence of friends of the Hon. Horace Mann, in Massachusetts, a school-house, with the best appliances, was furnished. A small tuition fee was charged, but many pupils were taken gratuitously, particularly those wishing to become teachers.

The teacher is a niece of Mr. Mann, and is well qualified for her charge. Visitors are surprised with the beautifully furnished room, the neatness and order preserved, and the high character of the recitations.

All ages have been admitted, that the school might contain within itself its own experimental class for practice in teaching; and thus those who never entered for that purpose become qualified for the work.

The average registered attendance for the past three years has been about 40, and a number of teachers have already been sent out from the school, all but one of whom are now successfully employed.

The school is at present under the direction of the school board of Washington, and they propose to have it receive the most advanced pupils from several of the public schools. This plan carried out practically will make it, with the patronage these trustees can bestow, a model school, and one of the best for normal instruction in the city.

Talladega Normal School.—Talladega is in northern Alabama, just at the upper line of the best cotton lands and mineral regions. It is a central and excellent location for educational purposes. Here the Cleveland Freedmen's Aid Commission had maintained an excellent school since 1865, where most of the children in the vicinity received primary instruction.

In November, 1867, the American Missionary Association opened the Talladega Normal School with 140 pupils. It now numbers 231, with the best prospects of success. A large, three-story brick building is provided, with 30 acres of land. Normal students are carefully instructed in the rudiments of two or three of the most needed branches, and by practice in drilling the younger pupils in those branches. Nine months of such training in the elements makes of

an earnest person a more than average teacher for the ordinary schools. Fifteen teachers have already been sent out from this institution, nearly all of whom are conducting both day and Sabbath schools, in which their efforts prove to be very acceptable. It is expected that this normal class will be increased to 50 or 60 during the coming term.

Storer Normal school.—The Storer Normal School is located at Harper's Ferry, West Virginia, and is under the patronage of the Free-will Baptist denomination. It has 43 pupils enrolled, with an average attendance of 32. Sixteen of the pupils are over 16 years of age.

An eligible site has been purchased by the society having the work in charge, and it is expected that a school of a high order will here be gathered. Suitable buildings have been furnished by the government.

A benevolent gentleman, John Storer, esq., of Sanford, Me., has given \$10,000 to assist this undertaking, on condition that an equal amount shall be raised for the same purpose on or before January 1, 1869. The larger part of this sum is already secured, and agents are still at work obtaining funds, with very cheering success.

The location of this school is excellent, its managers are enterprising, and its prospects are full of encouragement.

Richmond Normal and High School.—In October, 1867, the Richmond Normal and High School was fully organized and commenced operations. It is conducted by a board of directors, under a charter from the circuit court of Richmond. The principal building is a handsome new brick edifice, 52 by 32 feet, and two stories high. It is thoroughly constructed, well provided with the best modern school furniture, and supplied with all necessary educational appliances: philosophical apparatus, maps, charts, globes, books of reference, a new and well-selected miscellaneous library, with historical pictures and other works of art to add to the attractiveness of the rooms.

The school has had two excellent teachers, and 65 pupils. These have made fine progress, their examinations eliciting much praise from gentlemen who have been present. This institution is exceedingly useful, not only for instructing and disciplining the pupils, but for its effect upon the whole community. It has elevated the aspirations of the colored youth of the city, and succeeded in conquering a portion of that unfounded prejudice which has hitherto existed among white citizens.

The school will hereafter accommodate 100 pupils and three teachers. As the average scholarship in schools of lower grade in the city becomes elevated, the conditions of admission to this will be advanced. The course of study and methods of instruction are those common to the best normal schools.

Shaw School, Charleston, S. C.—This excellent school was first established in the Morris street public school building, March 14, 1865, and is supported by the New England branch of the Freedmen's Union Commission. At the beginning of the term just closed in Military Hall, 375 pupils were received, after which, for want of room, nearly all applications had to be refused.

The following facts, showing an interesting detail of instruction, are furnished by its principal, Mr. Arthur Sumner:

Beginning with the lowest classes, 48 scholars are in the Fourth Reader. They can read the books commonly used in families of children; 70 per cent. of these scholars are in the Third and Fourth readers. There are 10 in fractions, and several more, equally advanced, have lately left school; 27 can perform examples in long division. They are taught the reasons of the process, and the brightest can explain it. Fifty-four can do short division;

43 are in multiplication ; 51 in subtraction ; 22 can only add numbers of four to six figures each. So that 207 in these classes can be said to be in written arithmetic, having also made equal progress in mental arithmetic.

In the higher classes of the school, most of the scholars can add, subtract, multiply, and divide long combinations of units and tens, given out orally and rapidly by the teacher. They display as much aptness in these exercises as children do at the north.

The larger number are writing in books, the remainder on the slate. Two hundred have been taught writing by dictation. This system has been eminently successful.

One hundred and twelve are studying geography. They have had the use of a large globe and Guyot's wall maps.

The highest class has been in English composition, with constant practice, having written carefully prepared compositions all the term. Very few of the pupils in this school had any education before the war.

The library of over 1,300 volumes is a great feature of the school. More than 600 books have been issued since the library was first opened, and not one has been lost by the pupils.

Institute for Colored Youth, Philadelphia, Pa., Ebenezer D. Bassett, Principal.—This institute was founded about the year 1837, upon a bequest made by Richard Humphreys, member of the Society of Friends. Its design was to qualify colored youth to act as teachers. In addition to this, the founder also contemplated some instruction in mechanic arts and agriculture. In order to accomplish this, an association of Friends, which had been formed, purchased, in 1839, a piece of land in Bristol township, Philadelphia county, and educated a number of boys in farming, and, to some extent, in shoemaking and other useful occupations. In 1842 an act of incorporation was obtained from the legislature.

In 1844 the funds of the institute were increased by a bequest of over \$18,000 from Jonathan Zane, another member of the Society of Friends. Several small legacies were also received about this time.

The experiment of the combined literary, agricultural, and manual labor school was abandoned in 1846, and the farm and stock sold.

During the next six years the managers endeavored to carry out the objects of their trust by apprenticing colored lads to mechanical occupations, and by maintaining an evening school. In 1851 a lot of ground on Lombard street, Philadelphia, was selected, and a building erected. In the autumn of 1852 it was opened as a high school, under the care of Prof. Charles L. Reason, of New York, the pupils being selected from those of a standing above that of the ordinary schools.

The growth of the school soon demanded increased accommodations. The first step looking to this desirable end was taken in 1863, when the executors of the estate of Josiah Dawson made an appropriation of \$5,000 to a building fund. Soon after two Friends offered to the board the sum of \$5,000 each, provided an amount necessary to complete a building fund of \$30,000 could be raised by the board. This movement was vigorously followed up, and resulted favorably.

Since the early part of 1866 the school has been conducted in a large and commodious building, on Shippen street, west of Ninth street, Philadelphia. The cost of the building and grounds was about \$40,000. Its funds now amount to about \$150,000.

The institute is under the management of an association composed exclusively of members of the "Society of Friends." The teachers are all colored persons, four of each sex. Accommodations are provided for nearly 300 pupils.

The managers' last report states that the number of scholars on the rolls of all departments was 223, an increase of 32 over the previous year. The pupils now attending the institute are distributed as follows:

In boys' high school	52
In girls' high school	100

In boys' preparatory school.....	35
In girls' preparatory school.....	36
Total.....	223

A small charge is made for tuition of \$10 per annum for pupils in the high school, and \$5 for those in the preparatory department. Its effect has been very beneficial, in relieving the pupils from a feeling of dependence, and causing an improvement in regularity of attendance and diligence in study.

The current expenses of maintaining the schools for the fiscal year just closed have been \$7,612 67; average cost of each pupil for the year, \$38 14. Whole number of alumni the present year, 48, 31 of whom are now teaching.

We regret that no authentic account of Wilberforce University, Xenia, Ohio, is at hand. The institution, we know, is prospering under the able management of its president, Rev. D. A. Payne, bishop of the African Methodist Episcopal church.

NORMAL CLASSES.

In a number of the graded schools there are normal classes. They are doing great good, and will, in many cases, furnish the elements of what will hereafter be normal schools.

The American Missionary Association report the following:

At Charleston, South Carolina, Avery Institute has a two-story brick building, erected by the bureau, capable of accommodating 600 pupils, designed for normal school purposes. A normal class is organizing at the present time out of the graded classes which have been taught in this school for three years.

At Macon, Georgia, in the Lewis school, erected by the bureau at an expense of \$12,000, a normal class of twenty is taught. These pupils are the most advanced scholars from the schools of the association in Andersonville, Albany, Americus, and other points in southwest Georgia. They are received into the family with the teachers in the mission home, and thus are under constant refining influence.

At Atlanta, Georgia, the graded classes in the Storr's school, having been under instruction for the past three years, furnish the material for a promising normal class. The association is making arrangements to open the boarding department for this normal school during the coming winter.

At Mobile, Alabama, in the Blue-stone college, purchased by the aid of the bureau, a large graded school has been taught, and a normal class has been organized. Provision is also about to be made for boarding pupils from abroad, similar to that at Macon, Georgia.

THE BENEVOLENT EDUCATIONAL AGENCIES.

After considerable correspondence and labor, we are able to give a brief sketch of the various educational agencies of the north which have so ably co-operated with us in the schools for freedmen. It is believed to be substantially correct, though in some cases the facts, owing to changes in executive offices, dates and some other particulars, were communicated obscurely.

Operations on a smaller scale and making no public reports we are obliged to omit altogether; also a large amount of individual effort, for which its worthy authors should have credit.

The following societies, churches and ecclesiastical bodies have, however, done the largest part of the work. Too much cannot be said in commendation of these efforts, or in earnestly soliciting their continuance. The magnitude of the results achieved by these societies illustrates the zeal and wisdom with which they have pursued their work. This bureau must depend upon them in the future. Philanthropic and Christian men

and women, who are their patrons, will surely not cease to bestow their charities until these emancipated people are raised from all their ignorance and degradation.

The *American Missionary Association* was formed September 3, 1846, at which time a number of temporary organizations preceeding it and having the same object, were merged into this association.

Dissatisfaction at the comparative silence of other missionary societies with regard to slavery was the main cause of this movement.

At the opening of the rebellion the association found itself, by an experience of fifteen years' struggle with the spirit of slavery north and south, singularly prepared to enter upon the work of educating and elevating the colored race. Accordingly, when emancipation followed the march of our armies, this association was among the first to meet the little bands of escaping slaves with clothing, schools, and the gospel of Christ.

By a noteworthy ordering of Providence, its first school was established at Fortress Monroe, Virginia, near the spot where the first cargo of slaves was landed in 1620. From this small beginning the association has gone forward until its corps of teachers and missionaries, laboring among the freed people, numbered, at the date of its last annual report, 528, with over 40,000 scholars. In central localities its schools are rapidly advancing to the higher grades.

The association has recently devoted a large share of its resources and attention to normal schools. It has purchased lands for this purpose, and by the aid of the bureau erected permanent and commodious buildings. Its oldest school, founded before the war, is Berea College, Kentucky; a peculiar feature of which is, that of its 200 pupils this year a little over one-third are white. Many of its scholars are in the normal department.

Fisk University, Nashville, Tennessee, another of its institutions, has a corps of 10 instructors and 413 pupils, 88 in the normal department, 85 in the grammar school, and the remainder in the lower departments. Atlanta University, Georgia, has a large number of pupils in the earlier stages of study, and is destined to exert a wide influence over the State.

At Hampton, Virginia, the association is making the experiment of an industrial school, with a three years' course of study, including a normal department. It is located on a farm of 120 acres of choice land, in the cultivation of which the young men defray a considerable part of their expenses, the young women lessening theirs by doing the work of the boarding-house.

The association has also normal schools at Charleston, South Carolina; Macon, Georgia; Talladega and Mobile, Alabama; and high schools at Wilmington and Beaufort, North Carolina; Savannah, Georgia; Memphis and Chattanooga, Tennessee; and Louisville, Kentucky.

Its receipts have increased from \$43,000, in the year preceeding the rebellion, to \$334,500, in cash, and \$90,000 worth of clothing and supplies in the year 1867; total \$424,500. Its funds of late have come liberally from all classes and denominations, and in considerable sums from other countries.

All the labors of this association have been greatly blessed in the material, educational, and religious improvement of the freedmen who have come within its influence.

Its corresponding secretary is Rev. George Whipple, D. D., No. 53 John street, New York.

The American Freedmen's Union Commission.—This commission unites in its organization the freedmen's aid societies of the country which are undenominational, with the exception of the American Missionary Association.

A general desire to act for the poor of the south, without reference to color, had originated what was called the American Union Commission. It aimed largely at benefiting the ignorant white population, and commenced work with great and good effect.

A central commission for all these societies was also felt to be desirable, and in January, 1864, the friends of the freedmen in New York united with the American Union Commission in forming the American Freedmen's and Union Commission. The western societies did not at first co-operate, but on the 16th of May, 1866, a convention of delegates from all parts of the country met at Cleveland, Ohio, and formed the present American Freedmen's Union Commission. Its object, as stated in the constitution, is "to aid and co-operate with the people of the south, without distinction of race or color, in the improvement of their condition, upon the basis of industry, education, freedom, and Christian morality." This commission has been of essential service in stimulating the efforts of the various societies, while they as branches have acted through this common centre with great unanimity.

The central office in New York has done much to draw public attention to the work, and gather funds from all parts of this and other countries.

The gentlemen of the board of officers at New York deserve especial credit for their untiring labors. The last aggregate report from all the branches gave 458 schools as sustained by this commission.

Their office is at 30 Vesey street, New York, J. Miller McKim, esq., corresponding secretary.

The New England Branch of the Freedmen's Union Commission was organized at Boston, February 7, 1862, and was called at first the Boston Educational Commission. The Hon. John A. Andrew, then governor of Massachusetts, was its first president. The object of this commission, as defined in its own language, is "the industrial, social, intellectual, moral, and religious improvement of persons released from slavery in the course of the war for the Union."

On the 3d of March, less than four weeks after, they nominated 31 teachers and superintendents, who (as accepted by the government agent, Edward L. Pierce, esq.) sailed from New York to Port Royal. During the first year 72 teachers were sent to Port Royal, and four to Craney island, Norfolk, and Washington. The committee on clothing and supplies expended the first year, besides forwarding a large amount of goods intrusted to its care, \$5,306 93 for clothing, blankets, &c.

As the work of the commission increased, it was deemed advisable to organize auxiliary societies. In 1865 there were 22 such societies; and at the present time there are not less than 70 who support teachers, besides a large number raising small amounts and sending their contributions directly to the Commission. The whole number of these societies is now about 200.

In May, 1866, when the various societies, east and west, united under the name of the American Freedmen's Union Commission, the New England society took its present name. For the year ending April, 1866, the society reported 180 teachers, with 10,000 pupils under their instruction.

Its schools are located in the District of Columbia, Maryland, Virginia, North and South Carolina, and Georgia. These were carried on through the year 1867 with unabated zeal, both its schools and teachers ranking among the very best in the field.

The total expenditures of the commission to January 1, 1868, amount to \$240,420 81, besides distributing clothing and supplies to the estimated value of \$161,900.

The general secretary is Robert F. Wallcut, 8 Studio building, Boston, Mass.

New York Branch American Freedmen's Union Commission, formerly National Freedmen's Relief Association.—This association, instituted February 20, 1862, has labored with great zeal and energy.

The first year it had 34 teachers employed, mainly in South Carolina, and expended \$5,420 22, besides sending very large quantities of clothing and books to the needy freedmen.

Its labors increased from year to year, until it became the above branch in 1866. It had then 125 schools in different parts of the south, with 14,048 pupils and 222 teachers. It also had two orphan homes and six industrial schools. Besides this educational work, the association that year received and distributed supplies for the relief of physical want valued at \$194,667 73, making their total receipt for the year nearly \$340,000.

The association continues its work as an auxiliary with noteworthy liberality. Its office is at 30 Vesey street, New York, Rev. Crammond Kennedy, secretary.

The Pennsylvania Branch of the American Freedmen's Union Commission, at first called the Port Royal Relief Committee, and afterward known as the Pennsylvania Freedmen's Relief Association, was organized March 1862. During the first two years it expended \$48,459 69 in cash, besides collecting and distributing \$10,000 worth of clothing and other needful articles. The attention of this organization has been given latterly to the work of education alone. The average number of teachers employed by it has been 60 per year; the highest number employed at any one time being 65. Its schools are located in the District of Columbia, and in the States of Virginia, Maryland, Tennessee, Alabama, Mississippi, North and South Carolina. It has expended monthly in support of its schools from \$3,500 to \$4,000. In October, 1865, there was organized at Philadelphia the Women's Central Branch of the American Freedmen's Aid Commission. This organization is connected with, and in some sense auxiliary to, the Pennsylvania branch. From October, 1865, to October, 1866, this organization raised by donation and subscription \$8,347 75, and during the same time packed and forwarded for the benefit of the freedmen 186 boxes of clothing, valued at about \$35,000. The labors of these associations have been abundant and successful.

The corresponding secretary of the former is Robert R. Corson, 711 Sansom street, and of the latter, Mrs. Dr. Joseph Parrish, both of Philadelphia.

"The Baltimore Association for the Moral and Educational Improvement of the Colored People," commenced its work in 1864, and during the last year its receipts have been \$58,608 50, of which \$20,000 were from the mayor and city council of Baltimore, and \$23,371 14 from the colored people of the State; the latter have also built, at their own expense, from lumber furnished by this bureau, 50 school-houses, ready for use, and 30 others are in course of erection, which will compare favorably with the country school-houses throughout the State; the association, at its last annual meeting, reported 73 schools, numbering on their rolls 5,000 scholars. It has recently provided a normal school building in Baltimore, which will accommodate 150 pupils. An earnest call for help is now made to carry out the plans of the association for the coming year.

The corresponding secretary of the association is Joseph M. Cushing, 7 and 11 Tyson's building, Baltimore, Maryland.

The Northwestern Branch American Freedmen's Union Commission, formerly Freedmen's Aid Commission, was organized in the summer of 1864. For two years this association employed and supported among the freedmen over 50 teachers.

In May, 1866, this association merged itself into the American Freedmen's Union Commission, and since that time has been known as the Northwestern Branch of that central commission. Its operations are now carried on under the direction of an advisory committee. Leading men of all classes and religious beliefs lend their influence and contribute of their means to forward its objects, and its operations give promise of larger results than in the past. Its secretary is William F. Mitchell, No. 15 Lombard block, Chicago, Illinois.

Michigan Branch of the Freedmen's Union Commission.—This society was organized soon after the war began. Finding large numbers of colored orphan children in the seceded States, who were utterly destitute of home and friends, the society deemed it advisable to establish a home for such in the State of Michigan, where they might be cared for at less expense than they could be at the south. Accordingly an Orphans' Home was established, and on the first consignment of children, 70 or 80 in number, the task of care and instruction began.

The support of the home absorbed all the funds of the commission until the close of the year 1866. In January, 1867, funds were furnished and teachers sent to Columbia, South Carolina, and Alexandria, Virginia; and more recently they have sent teachers to Louisiana.

The work of education, under the auspices of this organization, is prospering.

The corresponding secretary of the commission is S. Chase, esq., Detroit, Michigan

The Western Freedmen's Aid Commission, co-operating with the American Missionary Association, was organized in the winter of 1862.

During that cold season it gave its attention to physical relief. In the spring of 1863 the commission sent a few teachers to the camps of colored troops on the Mississippi. In 1864-'65 it expended for schools, &c., \$26,128, and for physical relief \$101,049. During the year the commission had 58 teachers in the south, located at the following points: Cairo, Illinois; Columbus, Kentucky; Island No. 10, Memphis, President's island, Camp Holly Springs, Fort Donelson, Clarksville, Providence, Gallatin, Nashville, Murfreesboro, Tennessee; Helena and Little Rock, Arkansas; Goodrich's Landing and Milliken's Bend, Louisiana; Vicksburg and Natchez, Mississippi; and in several colored regiments, and on a few plantations.

In 1865-'66 the work was somewhat enlarged, mainly by the co-operation of friends of the freedmen in Great Britain, and the commission had 80 teachers in the field. The estimated value of stores furnished for physical relief was \$78,000.

In 1866-'67 71 teachers were employed, and there was expended in education and physical relief \$226,939 37. It is proper to state that a portion of these funds was for a home in the vicinity of Cincinnati, which was a temporary refuge for children, and for decrepit and superannuated persons driven from homes where they could no longer be made profitable.

In the fall of 1866 this society united its agency and office work with the American Missionary Association. In so doing each association retains its incorporate existence, but it was considered by both that economy and harmony in the work required this union. Notwithstanding the scarcity of money, the number of teachers this past year under the supervision of the united office has been 129.

The corresponding secretary of this association is Rev. Thomas Kennedy, Cincinnati, Ohio.

National Freedmen's Relief Association of the District of Columbia.—

The association was organized April 9, 1862, and was among the first of the kind in the country. The object of the gentlemen forming it was mainly to provide for the bodily wants of the fugitives arriving in large numbers at the capital, and to improve the condition of those remaining here permanently.

Afterwards, in addition to the above, they defended the legal rights of freedmen in the courts, and rescued them from the remorseless grasp of slave-catchers. They also labored earnestly for the establishment of free schools for colored people in different sections of the city. The first school was opened by the association on November 23, 1863. Soon they reported 10 schools with 800 pupils, and 9 evening schools with about 1,000 regular attendants. They have, for the six years past, done a good work in all respects; not only by ordinary teaching day and night, but clothing the naked, feeding the hungry, establishing industrial schools, and soup-houses in different parts of the city; and the same is still prosecuted with zeal, energy, and success.

Their secretary is N. Dubois, esq., room 112 Indian Bureau.

The Soldiers' Memorial Society of Boston, Massachusetts, is a continuation of the New England branch of the Sanitary Commission, and commenced with the close of the war. It has devoted its labors to the distribution of clothing and supplies throughout the south, especially in Alexandria, Richmond, Hampton, Wilmington, Harker's island, and Charleston. It has also furnished supplies to orphan asylums, both white and colored.

At several prominent centres it has supported refugees' schools, employing in them some 75 teachers, and conducting its work with special reference to bringing the authorities to establish a system of public schools. In this school work for poor whites, it is the special successor of the American Union Commission of New York city.

The society has expended about \$2,500 annually, and has had in the field an average of about 50 teachers and missionaries. Its office is at No. 552 Harrison avenue, Boston, Massachusetts; Rev. Adams Ayer, secretary.

O. S. General Assembly Presbyterian Church.—This body operates through a standing committee, who made their first report in May, 1866:

On the 11th of July this committee was re-organized, with Rev. E. E. Swift, chairman, and Rev. S. C. Logan, recording secretary, through whom the work has been sustained with unremitting effort.

The following summary will exhibit the results for the year ending May 1, 1868: Funds expended, \$63,959 62, of which the freedmen gave \$8,264 38; missionary and teachers, 165; of these 110 were colored persons; day schools, 53; pupils in schools, 2,889; Sabbath schools, 51; pupils in Sabbath schools, 3,812; total schools, 104; pupils, 6,701; church buildings completed or begun during the year, 31; teachers' houses, 7; lots for church buildings secured, 7.

Teachers labor five days in the week, six hours a day, and generally have night schools three nights of the week. One day of the week is usually spent in visiting the people, and in teaching them to order their households. They hold prayer-meetings, teach Sabbath schools, and assist catechists in the conduct of Sabbath services in the absence of the ministers.

No difficulty has been found in enlisting teachers. Females, with the true spirit of missions, are to be found in all parts of the church, who are ready to enter the work, and bear all its trials and reproaches, upon the promise of a bare support. The committee bear testimony to the singular fidelity and moral heroism with which these teachers have performed their work.

Freedmen's Aid Society of the Methodist Episcopal Church.—This society was organized in August, 1866, and entered at once upon the educational work among the freedmen. It established schools in the States of Virginia, Kentucky, Tennessee, Mississippi, Louisiana, Alabama, and Georgia. In these States this society, at the date of its last report, had 29 schools, in which were employed 51 teachers, having under their care about 5,000 pupils.

In its first year the society collected and expended, in cash, goods, books, &c., over \$33,134. The field of its operations has steadily widened, and its labors are being crowned with abundant success.

Rev. R. S. Rush, D. D., is the corresponding secretary, Cincinnati, Ohio.

Baptist Home Missionary Society.—This society has, since the war closed, sustained schools for the education of colored children, so far as special provision for their support has been made.

Thirty of their missionaries and assistants have devoted themselves wholly, or in part, to the education of colored preachers. Their schools have been at Nashville, Memphis, New Orleans, Beaufort, S. C., Raleigh and Charlotte, N. C., Alexandria, and Washington.

They have all been engaged in giving elementary and theological training to preachers. The school in this city, in charge of Rev. S. B. Gregory, has had an average of 25 ministerial students for the last year, and the principal says:

I have the satisfaction of knowing that one class of colored men have had a year of thorough discipline. As many as 20 of them have education enough to teach a good school. I am glad to say, also, that the students seem to grow in grace as well as in knowledge. They teach in school or go among the poor every Sabbath afternoon.

The teacher of the Nashville school writes:

They will not turn out great theologians; but, with the help of God, they will do much for their race. I have heard some of them preach, and have been amazed as well as pleased to perceive with what accuracy they reproduce in their own language the ideas conveyed in the recitation room.

Home Missionary Society of the Free-Will Baptist Church.—The work of this society has been conducted by two branches, east and west.

In the east it is confined mainly to the Shenandoah valley. This valley is the home of 30,000 freedmen, and is not only the garden of Virginia, but the colored people there are far more intelligent than where they have been herded together further south.

Twenty missionaries and teachers commenced in 1867 to labor in this valley, and about the same number at the west. The whole number of pupils taught in all their schools, for the year, has been 3,467, varying in age from 4 to 70 years. A very promising normal school has been commenced at Harper's Ferry.

It has been the policy of this society, from the commencement of its work among freedmen, to have some portion of these laborers devote their whole time to missionary work, and to the formation of churches. Their teachers and missionaries deserve great praise for their faithfulness. A number of colored preachers are employed, who have proved themselves worthy of the respect of the Christian church.

At all important points this society co-operates with the American Missionary Association.

Their secretary is Rev. Silas Curtis, D. D., Dover, New Hampshire.

New England Yearly Meeting of Friends.—This society, through a select committee, has labored with great success for the last four years, mainly in the city of Washington.

They purchased an estate on Thirteenth street in the latter part of the year 1864, and soon after opened a store for selling goods to the colored people at cost; employed persons to distribute needed supplies among the suffering; commenced an industrial school for teaching basket-making, straw-braiding, &c., &c.; and established a Sabbath and evening school. The next year day schools were opened, which increased rapidly in attendance, and were ably and faithfully sustained. All these schools have continued to the present time and are now in a flourishing condition.

The committee has expended a large amount of money in its various

branches of effort, and all its labors have been marked by a peculiar adaptation to the actual necessities of the people.

The chairman of the committee is Edward A. Howland, New Bedford, Massachusetts.

The Pennsylvania Friends' Freedmen's Relief Association of Philadelphia, was organized on the 11th day of November, 1863; its object being "to relieve the wants, provide for the instruction, and protect the rights of the freedmen."

During the year 1865 it supported a number of excellent schools in a large building, erected by itself, in the city of Washington. When, however, schools were provided for here in a large measure by other societies, the Friends withdrew from the field, and gave their attention and efforts more especially to the freedmen of Maryland, Virginia, North Carolina, and a portion of Delaware. They now operate mainly in North Carolina and Virginia.

From the date of its organization to April, 1867, this association has expended in cash \$210,500; distributing garments to the number of 118,453 pieces. The average number of schools supported has been 18; scholars 4,300; teachers 44. This statement shows the earnestness and vigor with which this society has labored, and the success attending its efforts.

Its actuary is M. E. Shearman, Philadelphia, Pennsylvania.

Organizations among the colored people.—The colored people of the country have shown no lack of interest in the matter of laboring, and giving of their scanty means for the education of their race now made free.

In this connection the efforts of the African Civilization Society, and the African Methodist Episcopal Church, are worthy of special mention. In the annual appeal of the former organization for 1868, it is stated that 2,500 freed people have been taught in its schools during the past year, and thousands more of an older class have been reached and instructed in the duties of their new life of freedom.

The Missionary Society of the African Methodist Episcopal Church has sustained, for the past four years, 74 missions among the freedmen; and in co-operation with other educational organizations working in the south, has supported 60 schools. The children and older persons attending the Sabbath schools connected with its churches number 40,000. The libraries of their schools contain 39,119 volumes.

The whole expenditure of the society for all purposes, during the past fiscal year, amounted to \$130,276 46, all of which was collected from colored persons. It received and expended, from 1862 to 1867, \$36,383 06. Its work, as arranged for the coming year, will require not less than \$50,000, to obtain which they make a hopeful appeal to the benevolent public.

This society possesses a wide field of usefulness, and promises to cultivate it well. The general agent is Rev. Rufus L. Perry, Brooklyn, New York; corresponding secretary, Rev. J. M. Brown, Baltimore, Maryland.

Praiseworthy efforts.—It is impossible to discriminate in our praise of the above voluntary agencies for the education of freedmen. If we have spoken more strongly of some than of others, it is because, with a larger patronage or more central position, they have been able to accomplish a larger amount. All have labored with untiring zeal and wonderful success. At present it is hoped that none will diminish their efforts. In our judgment a long time must elapse before these benevolent institutions can be withdrawn wholly from the field.

Two or three topics only of a general nature are suggested.

PUBLIC EXAMINATION OF SCHOOLS.

Examinations, and also exhibitions, if properly conducted, should be held at the close of every term. School boards and patrons must require such examination, and teachers are to prepare for it and invite attendance. The aim of these exercises is not a sensational display, covering over general defects, or a "showing off" of the few best pupils; but a true exhibit of the condition of the whole school. When this is done a healthy stimulant is diffused throughout the entire term, felt by both pupil and teacher. Parents in considerable numbers, though neglecting their children at other times, are often seen at such examinations.

Our schools for freedmen specially need them. They give opportunity to all for criticism, and to patrons to learn for themselves the facts. Persons indifferent to the schools are drawn in. Enemies even are disarmed when they become eye witnesses of what is accomplished. This has been the result in numerous cases we might mention, and the examinations of the term just closed, as reported to us, show invariably that a great increase of public interest has been induced thereby. It should also be said, that without this important event, the schools, as the end of the year approaches, deteriorate, and usually terminate with a loss of both interest and attendance.

The general inspector, after visiting the schools in Baltimore at the close of the term, in which they have all been doing well, makes the following remarks:

Several of the schools had been dismissed for the summer vacation before my arrival, but in connection with only two did I hear of a single public examination. In none of the remaining schools of the city, public or private, are there to be such exercises. I find, therefore, in my visits an absence of the enthusiasm and vigor which are the natural outgrowth of the preparation proper for such exercises. I understand that it has not been customary hitherto, in the schools of the freed people of Baltimore, to close with examinations. It is to be hoped that hereafter amendment will be made in this regard. The good effect thereof will be soon seen in the new zeal and purpose developed by the scholars; in a more general and intelligent interest on the part of parents and guardians, and in a more thorough and accurate appreciation of the substantial welfare of the schools by those in official and commanding positions.

FEMALE EDUCATION.

The freedmen's schools, as now conducted, have about an equal proportion of the sexes, and their relative advancement in study compares with that of mixed schools of white children. In many cases, however, colored female pupils have, at first, less of that sprightly forward air, which at an early age so often distinguishes girls, and it requires time and special stimulant to rouse their torpid sensibilities.

The effect of slavery on female character has been fearful. Both sexes were bereft of all true culture—cultured rather in whatever could corrupt and demoralize—but womanly virtues were wholly ignored; the female as a slave was crushed literally. She was driven from domestic life to the fields, to bear burdens fit only for the beast. She was bereft of social position, and abandoned to become the subject and victim of grossest passion. Every surrounding influence forced her back to the stupor and brutality of the savage state. There was no binding matrimony, no family sacredness, nothing which could be called *home* in slavery; and the wonder is, that after two hundred years of such influence, any trace of feminine delicacy remains, or that girls, the offspring and imitators of such mothers, are aught but degraded.

Now that freedom has come, we must, with a just appreciation of

the causes of this ruin, lay plans of recovery. In vain do we strive to elevate the race only as true female character is developed. Mothers, sisters, daughters—chaste and refined—must circle round happy firesides, filling the abode with those elements of civilization peculiar to the family institution, and which schools alone can never furnish. Indeed, schools are even now greatly hindered by the counter teaching of vicious home life. Six hours of daily public training in books, interrupted often, and imperfect, will not overcome the degrading drill of the remaining eighteen at home. The current of depraved habit eddies back to its old channels too quickly, and the most faithful teacher is often discouraged by this sad drawback upon her labors.

What is the remedy? I admit that much is being done on this subject by our present system. But we need—

I. A girl's department in all our higher colored schools, where special instruction shall be given.

II. Female seminaries are called for, to prepare colored lady teachers for the schools, and leading women for their race; where all can receive, in connection with intellectual culture, that refinement in virtue, that taste and idea of domestic elegance, which, though in poverty, reveal their charms, and endow their possessor of whatever rank with an undefined power always possessed by the well-bred cultivated woman.

But we do not need to enlarge. All true friends of the freedmen must feel the want of these institutions, and we propose that, as soon as circumstances will permit, such a school as a model shall be founded.

FREEDMEN'S SAVINGS BANK.

This institution, whose work is co-operative with the bureau, has continued to receive aid and protection. This, with the prestige of a charter from Congress, and in connection with the industry of the emancipated slaves, has given to its operations great success.

There are now 23 branches in 20 States and District of Columbia, and the excess of deposits over drafts, for the month of July, 1868, was \$49,427 64.

The total amount of deposits from the date of organization (March 3, 1865), has been.....	\$5,029,307 88
Total drafts.....	4,207,316 75

Balance due depositors at the present time	821,991 13
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Many interesting facts are communicated to us in regard to the earning and saving of this large sum by these poor people.

The management of this bank is believed to be one of high integrity and in strict accordance with the best interests of depositors. We are able, from constant observation, to say that next to the schools its influence is felt in cultivating general intelligence among the people, and stimulating them to all the higher aims of civilized life.

Habits of saving and economical expenditure must be universally taught to the freedmen if we would lay a sure foundation for their permanent prosperity.

VANGUARD OF FREEDOM.

This temperance institution among the children of the schools continues to make progress. The general secretary, A. E. Newton, esq.,

reports the number of divisions and members of the Vanguard of Freedom, to date, as follows:

	Divisions.	Members.
District of Columbia	17	1, 490
Maryland	4	151
Virginia	7	433
West Virginia	2	115
North Carolina	59	3, 897
South Carolina	—	—
Georgia	9	418
Florida	1	28
Alabama	2	228
Mississippi	3	235
Louisiana	3	154
Arkansas	1	89
Missouri	2	114
Kansas	1	75
Total	111	7, 427

All which is respectfully submitted:

J. W. ALVORD,
General Superintendent Schools.

Major General O. O. HOWARD, *Commissioner.*

[Circular letter.]

WAR DEPARTMENT,
BUREAU REFUGEES, FREEDMEN, AND ABANDONED LANDS,
Washington, January 14, 1868.

To Assistant Commissioners :

An educational blank for sub-assistant commissioners and agents has been prepared, copies of which have been sent you.

It is found that while in some districts there is faithful conformity to the requirements in circular No. 5, from these headquarters, in many others there has been great deficiency or entire neglect.

The Commissioner wishes the questions now issued to be answered by the sub-assistant commissioners (or agents) every month. Some of the answers may only have to be duplicated from month to month; but this will keep the subject referred to constantly in view. There will be in most cases gradual changes at least, which are to be carefully noted, and the answers varied accordingly.

Reports on these blanks will be returned to your office as the material from which your full monthly reports on education are to be made.

This blank (No. 4) does not conflict with that for district superintendents (No. 2,) which was made for the bureau sub-districts, educational superintendents (as appointed in some of the States,) or for the superintendents of educational societies, on which the individual reports of teachers are consolidated and transmitted. In the present blank there is almost a new set of facts inquired for, and every sub-commissioner or agent is to be supplied with it.

By order of Major General O. O. Howard.

E. WHITTLESEY,
Acting Assistant Adjutant General.

WAR DEPARTMENT,
BUREAU REFUGEES, FREEDMEN, AND ABANDONED LANDS,
Office General Sup't Schools, Washington, Feb. 6, 1868.

DEAR SIR: The Commissary General of Subsistence wishes to "be furnished with a list of the teachers of refugees or freedmen, giving their names and stations, who are authorized," by the third paragraph of circular No. 7, series of 1865, from these headquarters, "to purchase subsistence stores from the subsistence department under the same rules as officers of the army."

I am, therefore, ordered by the Commissioner to ask that you furnish the list of all such teachers in your district as soon as possible.

Very respectfully, your obedient servant,

J. W. ALVORD,
General Superintendent Schools.

_____, *Superintendent of Education.*

F371.974

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